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ABSTRACT

This document consists of the three issues of "FLESNews" published during school year 1992-1993. This newsletter of the National Network for Early Language Learning contains articles on a variety of topics in elementary school second language teaching, listings of instructional materials, classroom instructional activities, and professional announcements and conference summaries. Articles in these issues are on the following topics: use of Puerto Rican children's stories in the classroom; a Michigan plan to ease the transition of second language teachers from the secondary to the elementary level; views of a retrained teacher; the development and implementation of a content-based middle school language program (including a sample science lesson plan); proposal of national standards for language education; the effect of music on vocabulary acquisition; and the whole language approach. (MSE)

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 6, Number 1 Fall 1992

Children's Literature: Three Puerto Rican Stories

Mari Haas
Teachers College
Columbia University
New York, New York

Había una vez y dos son tres. . . and so Spanish stories from Puerto Rico begin. Authentic children's literature is an invaluable part of elementary school foreign language programs. The use of stories, folktales, and legends can help create a rich context for language learning. Developing a love for literature, which is a goal in most elementary school classrooms, can be encouraged in the foreign language classroom through the use of children's literature. The joy of stories can be experienced by both students and teachers. In this article, three Puerto Rican stories will illustrate how authentic literature can be used with young students in a foreign language program.

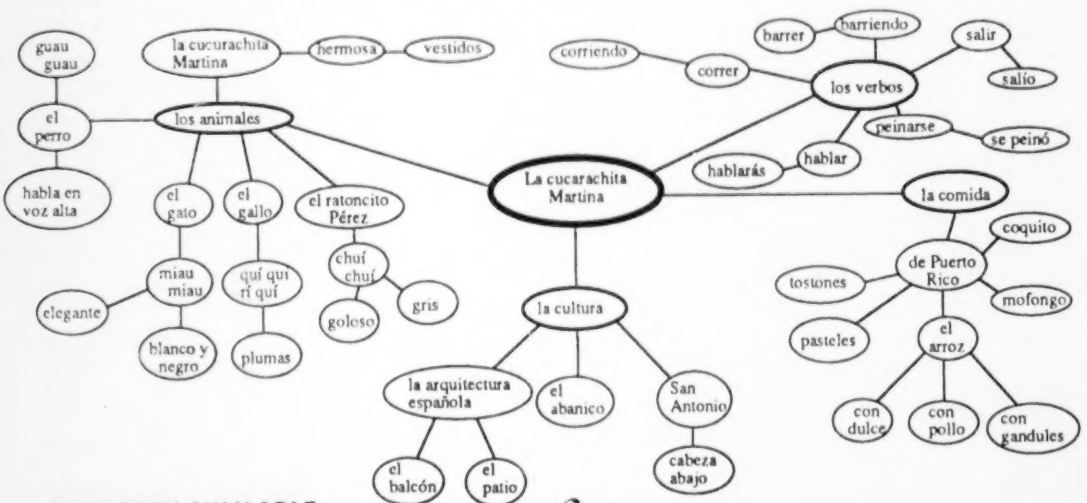
The first step in planning for teaching through literature is to read a story many times to yourself. Choose a story that you love and that has many possibilities for language learning. Think about the vocabulary, language structures, and content you would like to teach through the story. Make a web of all of the possibilities (see Figure 1). What language needs to be pretaught? What methods will you use to do this? How will you "teach" the story? What follow-up activities will extend the language and content learning? If necessary, simplify the storyline to fit the language level of your students.

Puerto Rico is a rich source of authentic literature and folklore. There are many rhymes, chants, songs, and games that depict the history and culture of this small Caribbean island. *Atariba y Niguayona*, *La cucarachita Martina*, and *La cama anticuada* are three examples of stories to use as the basis for Spanish lessons. The literature combined with the Spanish language vocabulary and structures used in the stories can be the content and context in which Spanish is learned. We will begin our literary journey during pre-Columbian times when the island of Boriquen (Puerto Rico) was inhabited by the native Taíno people.

Atariba y Niguayona is the story of a young Taíno girl, Atariba, and her friend, Niguayona, who live in a small village on the island of Boriquen. One day, Atariba becomes ill and even *el bohique*, the village healer, is not able to help make her better. Niguayona, very much concerned about his friend, sets out on a journey to find *el caimoní*, a tropical fruit. He is guided by *un papagayo verdidorado*,

(Continued on page 9)

Figure 1: Web of Possible Teaching Activities



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Welcome the New Contributing Editors for *FLES NEWS*

The editor is pleased to introduce the new contributing editors for *FLES NEWS*. This is a talented group of dedicated professionals who will be key to the continued success of the newsletter. They join a superb group of contributing editors already in place and replace excellent editors who gave generously of their time and talents through the early years of the newsletter.

Diane Fagin Adler is the editor of the section of the newsletter entitled *Activities for Your Classroom*. She is a Lecturer in French and Methods of Teaching Foreign Languages and Program Coordinator for French Teacher Education in the Department of Foreign Languages and Literatures at North Carolina State University in Raleigh. She has presented many workshops on games and motivational activities at local, state, and regional meetings. She participates in numerous committees, workshops, and seminars focusing on FLES and co-teaches FLES-related courses.

Mary Lynn Redmond is the editor responsible for articles published on the topic of *Teaching Methods*. Dr. Redmond has taught at all levels—elementary through university. She is currently an Assistant Professor in the Department of Education at Wake Forest University in Winston-Salem, North Carolina, where she teaches both FLES and secondary methods. Dr. Redmond is involved in many areas of research in second language methodology and has co-authored several recent publications on the topic.

FLES† NEWS is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL). Marcia Rosenbusch, editor; Carol Ann Pesola, president. Executive committee members are: Carolyn Andrade, first vice-president; Audrey Heining-Boynton, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolds Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES NEWS*, are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Susan Walker is the *Conferences* editor. Dr. Walker is a Foreign Language Specialist at Dewey International Studies Elementary School in St. Louis, Missouri. She has taught Spanish in kindergarten through eighth grade since 1976. Dr. Walker also is an Assistant Professor in the Department of Elementary Education at the University of Missouri in St. Louis, where she is an instructor in methods of teaching foreign languages at the elementary level. She is active in foreign language organizations at the local, regional, and national levels.

M. Joy Young is the editor for the area of *Research* on early language learning. Dr. Young teaches French in first through eighth grades at Charleston Day School in Charleston, South Carolina. She has a master's degree from Georgetown University, Washington, DC, in French Linguistics and recently completed her doctorate in Medieval Literature at Catholic University of America, Washington, DC. Dr. Young has taught at all levels from elementary through university and has taught in France and Switzerland as well as in the United States.

The new contributing editors request that *FLES NEWS* readers send them contributions for the newsletter. They offer to work with readers to help polish a contribution to make it publishable. They also request that readers help identify potential authors for notes and articles and keep the editors informed on the important events relating to early language learning in the readers' area of the world.

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

FALL 1992 CONFERENCES

October 15–18: **Advocates for Language Learning.** Marina del Rey, CA. ALL, P.O. Box 1614, Independence, MO 64055 (816-871-6371).

November 18-20: **The Sixth Annual International Conference on Second/Foreign Language Acquisition by Children.** Chicago, IL. Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 (301-231-0824).

November 20-22: **American Council on the Teaching of Foreign Languages.** Rosemont, IL. ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914-963-8830).

December 27-30: **Modern Language Association.** New York, NY. Modern Language Association, 10 Astor Place, New York, NY 10003 (212-475-9500).

Conferences Editor: Susan Walker

Notes from the President

In the middle of May, I unexpectedly found myself en route to Loccum, Germany, to represent NNELL as an American observer at a meeting of European educators. The topic was foreign languages in primary education. Sponsored by the Council of Europe, the five-day meeting gave representatives of 24 countries an opportunity to share ideas and concerns at a time when nearly every country on the continent is moving toward increasing opportunities for children to learn the languages of their neighbors.

In Austria, for example, a number of pilot schools are offering the first foreign language, usually English, in grade one, and a second foreign language beginning in grade three. Several pilot programs for partial immersion are also planned for Austria. Germany, which has long begun language instruction in grade five, is now moving languages into third grade. Projects for the development of programs and materials are under way throughout Europe, with special emphasis in France, England, and Scotland.

In most European countries the classroom teacher is also responsible for the foreign language instruction—the typical American model of having a specialist teacher for languages is far less common. There are other notable differences as well: state or national standards define the curriculum; the new political and economic realities of Europe leave little doubt among parents and educators that language learning is a necessary component of early education for students; and students and teachers alike can take for granted the convenient opportunities to interact with native speakers of the target language and travel to countries where that language is spoken. It is especially noteworthy that every European country has some national policy for the introduction of one or more languages in the elementary school for every school child.

Even more striking than these differences, however, are the similarities I discovered during discussions with colleagues from throughout Europe. There as here, elementary school programs now approach language learning in a communicative, integrative, activity-oriented manner, in contrast with a more traditional grammar for older learners. They share an urgent concern about continuity of instruction as students progress through the educational system. Teacher preparation and appropriate materials are also high priorities in European school systems, and the whole language approach to language development is guiding much of the current thinking about curriculum.

Although "content-related instruction," or deliberate reinforcement of the general curriculum through the language class is not an identified goal in any country with which I had contact, integrated instruction and thematic teaching are common. "Task-based instruction," the European term, has many parallels with American efforts to use activities and concepts from the general curriculum to provide a meaningful context for foreign language instruction. In fact, discussion in many of the working groups used the developments in primary school curriculum as a model for curriculum and methodology for foreign languages.

At the workshop seven working groups each focused on a different theme: survey of approaches (program models in the American context), intercultural learning, curriculum, continuity (articulation in the American context), methodology, materials, and teacher education.

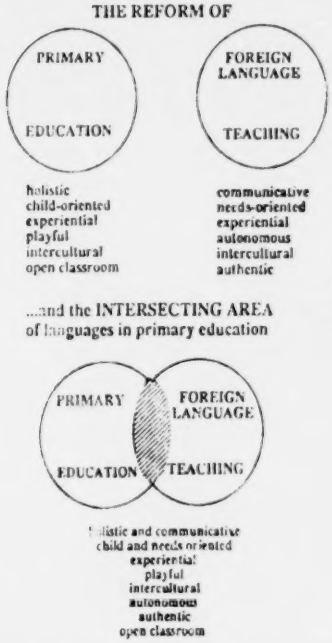
I found the questions discussed in the working group on curriculum to be especially indicative of the areas common to American and European educators:

1. Which aims do we want to attain?
2. Which themes are suitable?
3. Are the learning situations part of the regular curriculum?

The final report for this group established the following goals for early language instruction: give and obtain information; express desires, feelings, ideas; state personal views; play, sing, tell stories, role play; work with poems and take fantasy trips; be aware of traditions, customs, festivities, sports and games; and know some geography.

The relationship of foreign languages and the general curriculum was expressed very effectively in a summary by Christoph Edelhoff, of Reinhardswaldschule, Fuldatal, Germany (see Figure 1):

Figure 1: The Relationship of Foreign Language and the General Curriculum



The work begun in Loccum will continue in committees and through correspondence until a follow-up workshop is held in Austria in the spring of 1994. In the meantime, I will continue to share ideas as they become available through the newly established lines of communication between early language educators in Europe and the United States. We have much to learn from each other and much to share.

Carol Ann Pesola
Associate Professor of Education
Concordia College, Moorhead, MN 56562

MICHFLES Eases the Transition to Elementary School

Margaret Skinner
FLES Teacher
Bay City Public Schools
Bay City, Michigan

Concurrent with a national renewed interest in FLES programs emerges the ubiquitous problem of the shortage of elementary school teachers who have foreign language training and foreign language proficiency. With the notable exception of bilingual teachers, most foreign language teachers have secondary certificates.

Michigan has begun to address this problem. As part of its school improvement plan, the Michigan State Board of Education mandated a core curriculum. Its public school districts have a specific time frame within which they must adopt the state's proposed curriculum or construct one of their own, which is then subject to approval at the state level. Built into the state's core curriculum is a foreign language strand detailing specific outcomes in five areas—listening, speaking, reading, writing, and knowledge of the target culture—at three levels of schooling: elementary, middle/junior high, and high school. After copies of a draft of the core curriculum reached local districts, administrators began to examine their foreign language offerings.

In 1991 when the state legislature further promised $10 per pupil as an incentive for elementary foreign language instruction, districts scrambled to identify qualified teachers. The State Board of Education recognized the shortage of second language proficient elementary teachers and agreed to allow—at least temporarily—qualified and interested high school teachers to develop and deliver FLES programs in their districts.

Early in the state's interest in FLES, a Michigan Department of Education 1989-90 Challenge Grant was awarded to Michigan State University and the Ferndale Public Schools (a district with a ten-year-old FLES program in German, French, and Spanish) to plan, prepare, and present a comprehensive statewide training program in K-8 foreign language teaching. Dr. George Mansour of the Department of Romance and Classical Languages, Michigan State University (MSU), and Lynn Haire, Foreign Language Coordinator in the Ferndale District, were co-chairpersons of the project which they dubbed MICHFLES.

Goals for MICHFLES included (1) providing foreign language teachers with the knowledge and skills needed to teach foreign language to students in grades K-8 and (2) identifying on-going needs for K-8 teacher training in Michigan. It was not realistic to expect that MICHFLES could turn its secondary participants into elementary teachers in the course of one year, but it was an attainable goal to offer to its high school teacher participants the knowledge and background information necessary for them to begin a FLES program on a limited scale if their district were planning to implement such a program.

To reach their goals, the MICHFLES coordinators developed the following calendar and program:

October— Child Development: Cognitive, social, and motor skills of K-8 students and implications for the K-8 foreign language classroom. Presenter: Audrey Heining-Boynton.

Teaching Foreign Languages to Elementary Students: What should students learn? How should they learn it? When should they learn it? How will we know if they have learned it? Presenter: Myriam Met.

November—Bringing Languages to Life: Choosing and creating classroom activities. Presenter: Helena Curtain.

December-February—Participants visit an elementary program. Those who are enrolled for credit also complete the first of two research papers.

March—Presentation of Children's Literature: Rhymes, games, and songs in the target language. Presenters: MSU Faculty. Make and Take Session. Presenters: Ferndale Teachers.

April—Culture and Communicative Language Teaching. Presenter: Carol Ann Pesola.

May—Content-based Instruction in K-8 Foreign Language Classes. Presenter: April Anderson.

Michigan Focus: Teachers from Michigan K-8 programs report.

June—Evaluating FLES Programs and FLES Teachers. Presenters: Helena Curtain, Myriam Met, Nancy Rhodes.

Recommendations to the State Board of Education: MICHFLES participants.

Participants in MICHFLES were selected through an application process that included a support letter from each one's district indicating that it was interested in the development and implementation of a FLES program in the near future. Participants were either elementary or secondary certified; some had bilingual endorsement. A few were already involved in FLES. Some taught mostly high school courses but had begun exploratory programs in their elementary schools. Some were full-time middle or high school teachers. Thirty-one different school districts were represented by forty enrollees. Participants could take MICHFLES as either a credit or noncredit course.

Through the use of Krashen and Terrell's *The Natural Approach*, MICHFLES explored second language acquisition theory but, cognizant of the make-up of the group (most of whom brought years of foreign language teaching experience to the program), emphasized theory into practice. MICHFLES was interested in providing participating high school teachers, who were considering teaching in elementary schools, the confidence to make that transition.

One of the most significant contributions made by MICHFLES was acquainting the participants with resources—resources in the form of people, publications, materials, and supplies. Participants became familiar with the names of experts, national as well as local, who could answer questions, anticipate and forestall problems, and supply strategies. They learned of publications such as *FLESNEWS* and sources such as the National Network for Early Language Learning and the Center for Applied Linguistics. They learned where to purchase authentic materials. Presenters taught participants how to

(Continued on page 5)

Observations of a Retrained FLES Teacher

Although I had been involved in the planning stages of a FLES program for our district, as a veteran high school Spanish and Latin teacher of some twenty years, I had never intended to actually teach in the elementary program. However, after visiting a number of FLES programs and having completed the MICHFLES training, I felt anxious to test my new found knowledge. In June, I left my high school position and became the FLES Spanish teacher in the Bay City, Michigan school district. Our FLES program began in the fall of 1991. Of our ten elementary schools, five are receiving instruction in Spanish and five in French. We are teaching twenty-minute classes twice a week to our fourth and fifth graders. Our plans include offering both languages for our sixth graders next year; students will continue with the language they were learning in the fifth grade.

One year's experience does not an expert make, but in the midst of this transition a few of my observations might have some value for secondary teachers considering a stint in a FLES program. They follow—in no particular order.

High school teachers are used to working with a fairly select group of students. In our district, for example, only about one-third of our high school students elect to study a foreign language. However, requiring the study of French or Spanish in our elementary schools means that I am teaching all students, not just those who have selected Spanish. Teaching entire heterogeneous classes has made a believer of me—foreign language study should be for everyone. Special education students can flourish and succeed in a FLES program. Because I don't know which of my students are classified as special needs children, I expect everyone to participate, and for the most part they do. It is important that the time set aside for foreign language class not be used for resource room activities for special education students. They belong in the foreign language class.

A thorough orientation with classroom teachers at the beginning of the school year is important. For one thing, we have much to learn from elementary teachers. If we can meet together before our program begins and exchange ideas, we all benefit. The elementary teachers who are working with our program are affected. We are dependent upon them and scheduling decisions should be mutual decisions.

Having volunteers come into schools to teach foreign languages may be well intentioned but it is also potentially detrimental. One of my fifth grade classes has had a smattering of Spanish for several years as an "enrichment" activity. Most of the teaching was provided by community volunteers. As a result, when our FLES program began in earnest this year, this group was indifferent to the lessons, perceiving this Spanish class as nothing more than what the others had been. I wonder about the tendency to welcome any and all volunteers to teach our children foreign languages. Many districts use third and fourth year high school students to instruct beginning Spanish. We would never consider having high school calculus students teach elementary math, but for some reason anyone who knows a little Spanish is perceived as qualified to teach it. This volunteerism is especially harmful if a translation methodology is used when the district's FLES program is striving to teach primarily in the target language. We must take care not to alienate community resource people, but the integrity of our programs can suffer at the hands of well-meaning volunteers.

There really is a place in FLES teaching for the non-native speaker—maybe a really important place. I have always believed that native speakers make the best teachers, but my experience this year has changed my mind. All of my students seem intrigued by the fact that anyone can learn to speak a second language simply by studying and practicing. They want to know how long it takes and just what one has to do to accomplish it. My Hispanic students seem especially pleased that a non-Latino has learned their language. They are anxious to talk to me about their families, holiday customs, visits to Mexico or Texas. I rarely experienced this sense of pride in Hispanic identification among my many Latino high school students. Perhaps it's simply the age difference in students, but if we can encourage a sense of pride and identity in the Hispanic culture, haven't we enhanced self-esteem?

The elementary school day is one that requires patience and flexibility but one that is charged with energy and enthusiasm. My transition from eleventh and twelfth grades to fourth and fifth grades has rewarded me with insights attainable in no other way. MICHFLES eased that transition, but nothing is equal to learning by experience. As foreign language proficient elementary school teachers increase in number and gradually replace those of us displaced secondary people working in FLES programs, the entire system of foreign language instruction will benefit. Those of us who have ventured into the lower grades will have our choice of assignments: recertification or a return to our high schools positions—a return we would make as wiser people and better teachers for our FLES experience.

Margaret Skinner

MICHFLES *from page 4*

stock their rooms and their "bags of tricks." Required readings from Curtain and Pesola's *Languages and Children—Making the Match* guided participants through definitions, methodology, and program selection.

When MICHFLES met in June, the matter of certification for foreign language teachers was a major discussion issue. The results of that discussion were submitted to the Michigan Department of Education in the following form:

In response to Michigan's model core curriculum outlined in Public Act 25, more and more school districts are reevaluating and expanding their foreign language programs to include instruction at the elementary and middle school levels. To ensure the quality of these new programs, the members of MICHFLES feel it is imperative that teachers receive the training they need and that districts be provided with guidelines and assistance in establishing *quality* foreign language programs.

The professionals involved in the MICHFLES training project therefore respectfully submit the following

(Continued on page 6)

MICHFLES *from page 5*

recommendations to the Michigan Department of Education:

1. Offer a K-12 Foreign Language Certification.
2. Provide opportunities for certified foreign language teachers to upgrade their certification to a K-12 endorsement.
   a. conversion courses at accredited institutions in Michigan.
   b. reciprocal agreements with other states offering such endorsements/training (Iowa, North Carolina, Georgia).
   c. recognize K-12 bilingual endorsement as a foreign language endorsement.
3. Provide funds for the training of teacher trainers and development of appropriate courses at Michigan universities and colleges. (MICHFLES could serve as a model for development of such courses.)
4. Tie incentive funding to state guidelines, which recommend beginning foreign language instruction in the lower grades and specify program articulation as a key priority.
5. In appointing a Foreign Language Specialist, select a candidate with knowledge and experience in foreign language instruction at the elementary as well as secondary levels.

MICHFLES met for the final time in November 1991. Consensus among the participants was that MICHFLES was the most practical course they had ever taken. Several of the participants had indeed made the transition from secondary to elementary teaching. Those who had made such a change were candid in acknowledging that second language proficient elementary teachers indeed have an advantage over those who have spent their professional careers in high schools. They admitted to experiencing a bit of "culture shock" in changing from a secondary to an elementary environment. However, while they were willing to recognize their shortcomings, those "converts" to elementary teaching credited MICHFLES for preparing them well to adapt their foreign language skills to whatever level they were teaching. Moreover, MICHFLES participants learned where to go for help when it was needed. Secondary-turned-elementary teachers also believed any errors in presentation they might be making were not having deleterious effects on their young students. Most mistakes fell into the category of classroom management. Fourth graders don't form two equal lines in quite the same way that tenth graders do! MICHFLES participants were indeed learning on the job, but they brought to that job skills that apply to all levels of foreign language instruction.

One unanticipated bonus to teachers having made the change from secondary to elementary teaching is a rejuvenation. They have renewed enthusiasm for developing curriculum and materials and for experimenting with new methodology and techniques. Such experience will result in their being better teachers at whatever level they teach. Additionally, their multilevel teaching experience will make them valuable contributors in the development of strong articulation from elementary to middle school to secondary school foreign language programs.

Although Gladys Lipton (1991) predicts that by the year 2000, "There will be more elementary school teachers with a strong background in foreign language available for sequential FLES, FLEX or immersion" (p. 1085), in the intervening years, other states might consider doing what Michigan has done in developing the MICHFLES Project and in permitting language proficient secondary school teachers to teach foreign languages at the elementary level.

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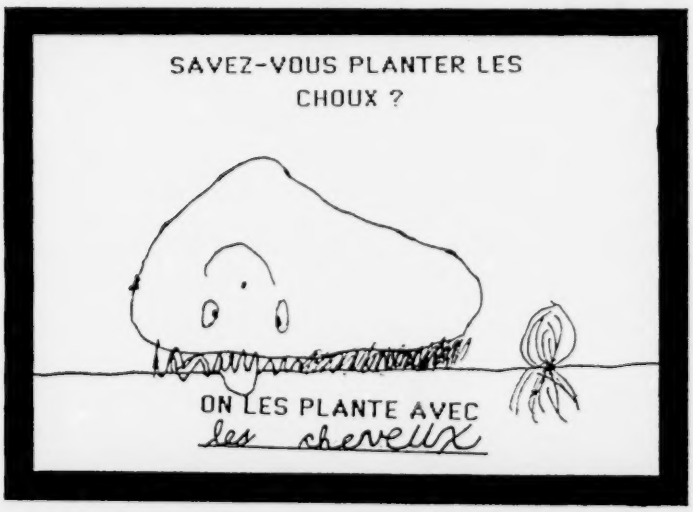
Children's Classroom Creations



Sarika Govind
2nd Grade
Cincinnati Country Day School
Cincinnati, Ohio
Marcia Brownstein, French Teacher

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor, Diane Adler.*

Title: **Where's the Egg?**

Objective:

The students will learn to use prepositions—on, under, in, beside, behind, in front of, near, across from, to the right, to the left, etc.

Materials:

Plastic or wrapped candy eggs or objects representing other vocabulary.

Preparation:

Before using this activity, students need varied opportunities to become familiar with classroom objects, directional words, and the vocabulary word *egg* (or the words that represent other objects used in the activity).

Procedure:

Before the students arrive the teacher hides one egg for each student in the group. When class begins the teacher instructs the students to walk quietly around the room in search of the eggs. When a student finds an egg, he or she must stand beside it and await a turn to describe its location. Students are given a chance to tell the location of the egg found, "The egg is under the desk." "The egg is on the book." "The egg is beside the chalkboard." After the student adequately describes the location of the egg, the egg can be collected by the student. If candy eggs are used, they may then be eaten.

This game is quite effective in motivating students to learn prepositions that would otherwise be difficult or confusing.

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5104 Oak Park Rd.
Raleigh, NC 27612

Guest Classroom Activities Editor: Virginia Gramer, Foreign Language Coordinator, Hinsdale, IL

NEH Summer Fellowships

The NEH Fellowship Program for Foreign Language Teachers K-12, located at Connecticut College in New London, CT, reports that 62 foreign language teachers were awarded summer fellowships of $3,750 to pursue professional development during six weeks of study/research abroad. This is the first year of awards for this three-year project funded by the National Endowment for the Humanities, a federal agency, with the assistance of the Geraldine R. Dodge Foundation.

The 62 recipients were selected from among 381 applicants following a two-tiered review process. Criteria for evaluation included the nature of the applicant's personally designed project for summer study, his/her professional background, and two recommendations (one from a principal or supervisor). Foreign language teachers in public or private schools, in grades K-12, are eligible to apply if they have three years of experience and spend at least half their time teaching foreign languages.

Among this year's fellowship winners are 9 teachers of foreign languages in the elementary schools, 6 middle school teachers, and 47 high school teachers. They represent 30 states and 3 U.S. schools abroad and are teachers of 10 different foreign languages.

The fellowship program is based on the conviction that intensive study in an authentic immersion setting is the most productive way for highly motivated and experienced foreign language teachers to improve their knowledge and proficiency. The fellowships are intended to benefit not only the individual teacher and his/her students but also the teacher's school and community. Typically, teachers return from the summer abroad with information and authentic materials that can be shared with colleagues in other fields and with civic and professional groups on a local or regional level.

In 1993 and 1994, the program will again offer approximately 60 summer fellowships to outstanding foreign language teachers. The application deadline for 1993 is October 31, 1992. To apply, request a 1993 application form from: NEH Fellowship Program for FL Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196 (203-439-2282).

Nominations for NNELL Requested

The Nominating Committee invites nominations for second vice president of the National Network for Early Language Learning to take office in November, 1992, and serve for 3 years. This person will become president of NNELL in 1994-1995. Please submit nominations by letter or fax, being sure to include the following: name and position of the nominee, address, and home and work telephones. Describe why he/she would be a good candidate and make sure you have approval from the nominee before submitting the name. Submit your nomination so that it is received by October 14 to: Susan Walker, Chair, Nominations Committee, 4560 Ohio Ave., St. Louis, MO 63111, Fax: 314-231-8780.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS *editor for review.*

German

Curriculum Materials. (1988). Ferndale, MI: Ferndale Public Schools. Available from Lynn Haire, Ferndale Public Schools, 881 Pinecrest, Ferndale, MI 48220.

Ferndale Public Schools offers a variety of materials that have been developed for their intensified FLES program. Curriculum guides, which include a content overview and activities appendix, are available for kindergarten through sixth grade. Topics included in the guides are colors, numbers, body parts, foods, family, opposites, calendar, clothing, house, classroom, and animals. All of these age-appropriate activities have been developed and tested by the classroom teachers. Worksheets on the various topics are also available for classroom use. Levels five and six offer social studies units and test booklets as well.

Black and white flashcards of body parts, classroom objects, sports, continents, verbs, prepositions, adjective opposites, and bingo games also complement the program. Prices vary according to the size of the flashcard set. Most of the materials are designed to provide a visual cue for language components, since English is not used in the classroom.

To introduce yourself to the program, the materials for the third grade are recommended. The set of 100 opposite flashcards ($13) can be used for a variety of games and activities, which are described in the 30-page third grade curriculum ($5). Sixty-two pages of worksheets ($8) complete the series. A complete catalogue description and price list of all the materials for German, French, and Spanish, and an order form are available upon request.

German Resources Editor: Pat Pillot

French

McLagan, P. (1991). *In France*. London: Chancerel. Available from EMC Publishing, 300 York Ave., St. Paul, MN 55101.

In France is one of a series of similar books: *In Spain, In Mexico, In Germany*. Each of these books provides a colorful and instructive guide to the country they explore. Filled with on-site photographs, maps, drawings, and charts, each would be an excellent supplement to a foreign language curriculum. The books cover a wide range of subjects including history, money, food, sports, shopping, music, signs, and advertisements—to name a few. They also include specific instructions, for example, how to make a telephone call in Spain, or, how to read a TV guide in Germany. They also show and explain time tables for museums and monuments. Unfortunately, the text is in English, with only the primary sources and some dialogues in the relevant language. Although the publishers recommend these books for preparing students for a trip abroad, they also are a rich resource for teachers trying to find culturally accurate materials.

French Resources Editor: Myriam Chapman

Spanish

Mi Globo. (1990). Available from Mi Globo Publishing, 11320 Meadow Flower Place, San Diego, CA 92127.

Mi Globo is a Spanish-language newspaper for elementary grade students. Published monthly from September through June, it is available on two levels: K-1 and Grades 2-4. It is great for bilingual classrooms as well as for Spanish as a second language programs. Language acquisition and appreciation of literature are developed through use of poems, rhymes, songs, word games, etc. In addition, artwork and stories produced by the students themselves are published each month. Prices range from a single copy subscription for $12 per year to subscriptions as low as $3 per year for 300 or more student copies. All subscriptions include free teacher's guides.

Spanish Resources Editor: Barbara McDonald

Teach Overseas

The Department of Defense Dependents Schools is recruiting certified elementary teachers qualified to teach partial immersion classes in French, German, Italian, Japanese, Korean, and Spanish. One year of full-time professional experience is a selection factor. Applications are accepted year-round. For additional information regarding qualification requirements, salary, benefits, and a current application form, send a postcard to: Department of Defense Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 22331, ATTN: Mr. Marv Kurtz, Education Division. Call 703-746-7868 (Education Division) or 703-325-0885 (Teacher Recruitment). An equal opportunity employer.

NNELL Annual Meeting

Plan to attend the NNELL annual meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Rosemont, IL, November 20, 1992, at the American Room in the Hyatt Regency O'Hare at 2:00 p.m.

Children's Literature *from page 1*

a green-gold parrot, who advises him that only this fruit will cure Atariba. Niguayona makes his difficult way into the forest and across a river. Finally he finds the fruit and returns to the village just in time to save the dying Atariba.

This story has many possibilities for lessons that combine learning the Spanish language with the history, geography, and culture of what is now the island of Puerto Rico. The important vocabulary can be taught through Total Physical Response (TPR) before the story is shared with the students. They can point to, touch, or pass pictures or objects, such as *la hamaca* (hammock), *el bohique* (the village healer), *la trompeta de caracol* (conch shell trumpet), *el papagayo verdidorado* (the green-gold parrot), *la torta de casaba* (bread made from yuca), *el árbol caimoní* (a tropical fruit tree), *el bosque* (the forest), *Yucaju* (a Taíno God), *la anona* (tropical fruit), and *el río* (the river).

Once the story has been read to the class, the main events can be written on sentence strips and sequenced. Depending on the level of the students, this could be done as a whole class activity or in small groups with each group sequencing the story or parts of the story. Students can then draw pictures or paint murals of the events. The pictures can be used to write or talk about or as the illustrations for a book. A story map (see Figure 2) showing the characters, setting, problem, main events, and conclusion of the story can be created. As the students become more knowledgeable about the story, it can be read to them again and again, acted out, or made into a big book by the class. For younger or less experienced language students, the storyline can be simplified and even made into a big book by the teacher.

Older students can plot on a map of the island the route they imagine that Niguayona took. A geography lesson comparing pre-Columbian Boriquen and Puerto Rico today would fit in well here. The animals and vegetation of the tropical rainforest can be studied. Graphs comparing the clothing, shelter, and food of the Taíno with that of the students can be created. Children can make the maracas used at the end of the story to celebrate Atariba's good health, taste *casaba* bread and guava fruit or paste, or practice colors and numbers by making the patterned shell necklaces worn by the Taíno people, or by participating in a shell pair activity (see Figure 3, page 10).

A second story, *La cucarachita Martina* (or *Pérez y Martina*), is the tale of a cockroach (Martina) searching for *un novio*, a husband. The story takes place during Spanish colonial times in Puerto Rico. (In other Latin American countries the same theme is found in stories about *la hormiguita Martina*.) There are three books that tell the story of Pérez and Martina. The simplest version, which is found in a series of bilingual folktales, is called *Pérez y Martina*. Another version told by Pura Belpré and originally published in 1931 is available again and has a very Spanish flavor. A recent publication called *La cucarachita Martina*, by Rosario Ferré and beautifully illustrated by María Antonia Ordoñez, includes many references to the culture of Puerto Rico.

The story is about Martina, who makes herself beautiful and sits on her balcony waiting for suitors. Many animals pass by and ask her to marry them, but she refuses until *el ratoncito Pérez* (Pérez the mouse) arrives. As Martina is getting ready for the wedding, she decides to make *arroz con dulce* (sweet rice) for her love. The gluttonous Pérez smells the delicious aroma and, trying to steal a taste, falls into the pot.

The story is perfect for reading to children. It is repetitive and predictable until the end when Pérez falls into the *arroz* pot and dies. You may not want to use this ending with young students. Another ending would be to have Pérez call all of his friends to get him out, or finish the book with the question, "What do you think happens now?" and ask the children to write their own ending.

It is important when using literature with children that many different types of stories be shared so that the students see examples of diverse characters and their roles. This story might be seen as promoting stereotypical gender roles. Although Martina does place a lot of emphasis on physical attractiveness and primps for her suitors, she is also a very strong woman, in charge of her destiny. The other animals also have distinct characters that can be discussed. What is it about Pérez that Martina likes? How would the story change if Pérez had decided to cook for Martina?

(Continued on page 10)

Figure 2: A Story Map for *Atariba y Niguayona*

Children's Literature *from page 9*

Again, this story abounds with possibilities for language and culture lessons. There are many action verbs, such as sweeping, running, and stirring, that can be practiced through role play before reading the story. There are numerous cultural elements, including the Spanish colonial architecture with a *patio* (patio) and *balcón* (balcony), a reference to *San Antonio* (Saint Anthony), a Spanish fan, the sounds of the animals, and the *arroz con dulce* (sweet rice), that could spin off into whole units. Students can graph and compare the different shelters in Puerto Rico throughout history from the caves and *bohíos* (native huts) of the native people to the colonial houses, *casitas* (houses) of the *jíbaros* (country people), and the modern skyscrapers. A study of the Puerto Rican *santos* (saints), including their helping powers and the sayings associated with them would be very interesting but may not be appropriate in all classes. Students can add new animals to the story, learn the sounds they make, and classify where these animals live. And, of course, the story can be acted out, sequenced, and illustrated.

Preparing *arroz con dulce* would be a simple and delicious cooking activity for the class. The recipe can be written on chart paper depicting each ingredient with a picture (see Figure 4, page 11). TPR can be used to familiarize the students with the ingredients and the verbs involved, such as stirring and cutting, before the actual cooking takes place. After the *arroz con dulce* has been made and eaten, the students can graph the ingredients they like and those they don't care for. Another graph could contrast typical desserts in Spanish-speaking countries, such as *flan* (custard) and *merengue* (meringue) with those in the United States, such as fruit, pie, and cookies. Ice cream might go in both columns!

The third story, a fun, repetitive animal tale, is called *La cama anticuada*. It is a very simple Puerto Rican folktale, published in English as *The Bed* and included in the book *The Fox and the Rabbit* by Pura Belpré.

> There was once a little old woman who had a little boy. She brought him up under an old-fashioned bed.
>
> But when the bed squeaked, the little boy was afraid and cried, "Booh, Booh."
>
> And the little old woman ran to him and said, "Don't cry, little boy. It's only the sound of this old-fashioned bed." (p. 33)

As the story continues, the little old woman gives the boy a series of live animals to keep him company so that he won't be afraid of the sound of the bed. Each animal makes a distinct sound and each sound is repeated when the bed squeaks. The story ends when the little old man comes home, lies down on the bed, and when it squeaks he cries, "Ah, Meeeeeee," which starts the chorus of animal sounds. At the same moment the bed breaks:

> And the old man fell out.
> And it bruised the little pig.
> And pinched the little mouse.
> And scratched the little cat.
> But the little dog escaped.
> And the little boy was saved.

(Continued on page 11)

Figure 3: Shell Pair Activity (Shell Activity Diagram)

SHELL PAIR ACTIVITY

A	B
1.	1*.
2*.	2.
3.	3*.
4*.	4.
5.	5*.
6*.	6.
7.	7*.

(Shell Pair Activity Instructions)

1. Cut the A/B pairwork sheets in half.
2. Divide the class into pairs.
3. Designate one student Partner A and the other B.
4. Give out the A/B pairwork sheets to the correct partner.
5. Ask all of the Partner A's to color the shells in lines 2, 4, and 6 (because they have an * next to the numbers) in a pattern of his/her choice. (The coloring needs to be done in secret, without the partners seeing the patterns the other is coloring!)
6. Ask all of the Partner B's to color the shells in lines 1, 3, 5 in a pattern of his/her choice.
7. Begin the pair activity. Partner B starts, because of the * next to the #1. Partner B "reads" his/her shell pattern to Partner A, and Partner A colors in the shells according to what Partner B says. (For example, Partner B might say, "*En número uno, tengo una concha azul, una concha roja, una concha azul, una concha roja, una concha azul, una concha roja.*")
8. Partner A then "reads" his/her pattern in #2 to Partner B and Partner B colors in the shells.
9. At the end of the activity, the Partners compare their sheets to see if they are the same.

Children's Literature *from page 10*

And the little old woman was so very
brave that she just sat on the floor
and laughed until she shook. (p. 35)

This story is an easy one to translate back into Spanish. It is an excellent story for involving young students in the dialogue. After the students are familiar with the story, they can act it out. Pictures of the animals designed and colored by the students can be displayed as each animal speaks. (More animals can be added if necessary for all of the students in the class to have a part.) The pictures can eventually be the basis for a big book. These activities can be the introduction or conclusion of a unit on animals, sorting and classifying where each animal lives, how and where they move, and what colors, patterns, or body coverings they have. A graph comparing the animals that live in Puerto Rico and the animals that live near the students could also be created.

It is becoming easier and easier to find authentic Spanish children's literature today. Bookstores often have special sections of books in Spanish. Several companies have catalogues for ordering books. Exhibitors at foreign language conferences have an increasingly better selection of children's books. Many libraries also include collections of books in Spanish or folktales from Spanish-speaking countries that can be adapted. The magic world of stories can add a new dimension to language learning. *Colorín Colorado estos cuentos se han acabado.*

Notes: Some ideas for *Atariba y Niguayona* were adapted from the classroom of Maria Elena Verdesoto, The Dual Language Program, CSD #3, PS 191, Manhattan, NY.

La cama anticuada is the title given to the story *The Bed* told bilingually by storyteller Nina Jaffe.

Mari Haas is the director of Project SALTA (Spanish through Authentic Literature and Traditional Art [of Puerto Rico and the Dominican Republic]). The project is funded by the National Endowment for the Humanities and the William H. Donner Foundation.

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Belpré, P. (1977). *The fox and the rabbit.* New York: Eliseo Torres.

Belpré, P. (1991). *Pérez y Martina.* New York: Penguin Books.

Ferré, R. (1990). *La cucarachita Martina.* Río Piedras, Puerto Rico: Ediciones Huracán. (Available from Bilingual Publications Company, 270 Lafayette Street, New York, NY 10012.)

Herrmann, M. E. (1988). *Fábulas bilingües, Pérez y Martina.* Lincolnwood, IL: National Textbook Company.

Montañez, M. (1986). *Coco.* New York: ARTS Inc.

Rohmer, H., & Rea, J. G. (1988). *Atariba y Niguayona.* San Francisco: Children's Book Press.

Sources for Children's Books in Spanish

ARTS Inc., 32 Market Street, New York, NY 10002 (212-962-8231).

The Bilingual Publications Company, 270 Lafayette Street, New York, NY 10012 (212-873-2067).

Children's Book Press, 1461 Ninth Ave., San Francisco, CA 94122 (415-655-3395).

Eliseo Torres and Sons, 1164 Garrison Ave., Bronx, NY 10474 (212-589-8300).

Lectorum Publications, Inc., 137 W. 14th Street, New York, NY 10011 (212-929-2833).

Mariuccia Iaconi Book Importers, 1110 Mariposa, San Francisco, CA 94107 (415-255-8193).

The National Textbook Company, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975 (800-323-4900).

The Bankstreet Bookstore, 2875 Broadway, New York, NY 10025 (212-678-1654).

The Teachers College Bookstore, 1224 Amsterdam Ave., New York, NY 10027 (212-678-3992).

Figure 4: Recipe for *Arroz con Dulce*

ARROZ CON DULCE
2 tazas de agua de coco
6 palitos de canela
1 nudo de jengibre
2 cucharitas de anís
1/2 cucharita de clavos
3 cucharitas de vainilla
1/2 cucharita de sal
3 cajitas de pasas
3 tazas de arroz blanco

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Children's Classroom Creations

David Schmerler
2nd Grade
Cincinnati Country Day School
Cincinnati, Ohio
Marcia Brownstein, French Teacher

FLES NEWS *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.*

Marcia H. Rosenbusch, Editor
FLES NEWS
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and Literatures
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Iowa State University
Ames, Iowa 50011

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

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A Content-Based Program for Middle School: Getting Started

Jim Senn
Arlington County Public Schools
Arlington, Virginia

Arlington County, Virginia, instituted a middle school foreign language program in September 1990. The curriculum for the new program was developed and pilot tested at the alternative secondary school in the county, H-B Woodlawn. Trying to create a meaningful and memorable experience in second language learning for the middle school pupil was an exciting challenge. Fortunately the basis on which the curriculum would be built, extensive course work and research in both the middle school and second language acquisition, was already in place.

One of the first tasks was to identify what units the core teachers were going to teach. Core areas at H-B Woodlawn are English, social studies, math, reading, and science. It was propitious to attach foreign language to the core program for several reasons. Core teachers needed to see foreign language learning as something complementary to the basic subjects. In addition to reinforcing knowledge of the content areas, foreign language study would help students develop and practice basic skills.

The foreign language also would be a vehicle through which children could review and enhance what they were already studying in the core areas. Not only would the material be already familiar to students, but they would see that language has a useful purpose. Would it be possible to make foreign language indispensable to the core program? In a time of budget cuts and back-to-basics, studying a second language had to prove itself.

Several content-based units were developed with the belief that teaching foreign language through content areas would 1) utilize language for communicating information rather than for studying language for language's sake; 2) reinforce what is already familiar in the core areas; 3) give functional character and meaning to the use of the foreign language; 4) instill and maintain interest in studying a language; and 5) utilize a holistic, natural approach to language learning and acquisition.

For sixth grade, the first year of middle school foreign language, nine units were prepared from the following core areas:

Social Studies—Egypt, Immigration, Home and Neighborhood
Science—Plants, The Bee, Boats, Heart and Blood Circulation, Human Cell
Fine Arts—Painting

Sixth graders need extensive hands-on experience so we developed lesson plans containing experience-based activities that emphasize the language being taught. These activities include 1) modeling larvae out of clay to place in honeycombs; 2) labeling and describing orally the life cycle of the honeybee; 3) drawing the American flag and discussing the meaning of the stars and stripes; and 4) creating a walk-through heart to act out blood circulation. Only the target language was used in the classroom and Total Physical Response was utilized to clarify meaning.

For each lesson plan, the following were identified: goals, content objectives, language objectives, activities, grammar, vocabulary, and materials. The time frame needed to complete a unit averaged from three to four weeks. The content of the unit dictated the grammar and vocabulary. An example of a lesson plan for the first-year program follows this article.

Since the content-based program is not grammatically sequenced (as in a textbook), it is often erroneously assumed that grammar is not taught. Nothing could be further from the truth. A grammar objective is stated for each unit and worksheets are prepared to practice this objective. The difference is that this grammar is drawn from the content of the language used in teaching the core area. Students practice the grammar orally, followed by written exercises. Consequently, a grammatical point that is found at the end of the text for a second-year class may very well be taught during a lesson for first-year students.

One example of this issue is found in the geography unit of North America. One of the activities involves making a flour-paste relief map of the United States. Specific directions are given in the formal imperative. In order to accomplish the objective students must study formal commands.

There are two important elements to address in preparation for

(Continued on page 4)

Notes from the President

Our first year as an official organization was a very successful one, for which we owe Carol Ann Pesola, our retiring president, a great debt for her able leadership. During the coming year, I would like us to focus on two main goals: membership and communication. Within the membership goal, there are two objectives. The first is to increase membership in NNELL. I invite each of you to encourage at least one friend or colleague to join NNELL, so that we can reach our 1993 membership objective of 700 by our annual meeting in November 1993. A membership form is included in this issue of *FLES News*. The second objective is to increase participation of NNELL in other professional organizations. We have become a voting member of the Joint National Committee on Languages (JNCL) and have petitioned to become an affiliate of the American Council on the Teaching of Foreign Languages (ACTFL). The interests of elementary school language professionals must be represented in each of these organizations and our voice must be heard in each national forum.

In the area of communication we also have two areas of focus. First, editor Marcia Rosenbusch and her volunteer contributing editors will continue to provide three issues of *FLES News*. We have every reason to be proud of our newsletter. Please share it with colleagues both inside and outside the foreign language profession. Second, NNELL will be represented with a networking session at each regional conference and many state conferences during this school year thanks to the work of first vice-president Audrey Heining-Boynton. The task of organizing the 1993-94 sessions falls to Mari Haas, second vice-president. If you would like to assist in your region or state, please contact Mari (395 Riverside Drive, New York, NY 10025).

In conjunction with the networking sessions, we would like to actively involve as many members as possible in the work of NNELL. You will find a *Networking Interest Survey* in this issue of the newsletter. Please complete it and return it at your earliest convenience. About 40 surveys were completed at our annual meeting held at ACTFL in Chicago.

We have an exciting year ahead of us. I hope that when we come together again at ACTFL in San Antonio in November 1993, each of you will feel that you have grown professionally through NNELL and that you have helped NNELL grow professionally.

Carolyn Andrade
6447 Meadowvista Ct.
Cincinnati, OH 45224-1603

FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL). Marcia Rosenbusch, editor; Carolyn Andrade, president. Executive committee members are: Audrey Heining-Boynton, first vice-president; Mari Haas, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer, Carol Ann Pesola, immediate past president.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News*, are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

National Foreign Language Skills Assessment

On August 7, 1992, the National Assessment Governing Board (NAGB), responsible for overseeing the National Assessment in Educational Progress, unanimously agreed to begin the development of a foreign language skills assessment as early as 1993, pending availability of funds, but not later than 1994. Last spring NNELL, along with 39 other respondents, answered a request for opinions on what languages should be assessed and at which grade levels. Almost all the respondents recommended Spanish as the language to assess, and most felt that French and German should be assessed as well. The foreign language respondents recommended that assessment begin at grade 12. The NAGB in their letter to the public reported that "the National Network for Early Language Learning recommended developing standards before assessment." Most respondents felt that grade 4 was too early for language assessment, "since so few students have received foreign language instruction by that grade."

NOTE: See *Standards Proposed for Foreign Language Education*, page 7 of this issue.

1992 NNELL ANNUAL MEETING: NETWORKING SESSION ISSUES

At the 1992 annual meeting of NNELL, almost fifty session participants heard reports from NNELL officers and then gathered in small groups to network. Concerns of the participants fell into five categories: regional activities, extracurricular programs, teacher preparation, program articulation, and curriculum. Exciting and informative exchanges made it difficult to curtail the discussions when the 90-minute session concluded. As a result, it was decided to report the issues discussed in each group in *FLES News*.

The group discussing regional activities suggested that NNELL networking sessions be organized at state foreign language conferences and that announcements inviting membership in NNELL be placed in state foreign language newsletters. The possibilities of identifying a contact person for NNELL in each state and of securing a representative for elementary school foreign languages on the board of each state foreign language organization were also identified as priorities.

The group focusing on elementary school foreign language programs that are extracurricular discussed ways to strengthen these programs and to bring them into the regular school day. Suggestions for doing so included conducting teacher preparation workshops and developing parent support groups.

The articulation group discussed problems of student placement, such as when students with three to five years of elementary school language study are automatically placed in Level One of secondary study. Concerns for students who have no elementary school language background but who move into a district with a program were also expressed. Participants agreed that cooperation must come from all levels of instruction so that upper-level teachers become aware of how learning occurs at lower levels. Whether elementary school teachers should actively seek dialogue with secondary teachers was also discussed. Participants agreed that a curriculum starting at the lowest level and progressing through the highest level should be established.

The curriculum group determined that many teachers often write the elementary school foreign language curriculum at the end of the school day, with no additional pay. In some cases, teachers write curriculum in the summer and receive additional pay for their work. In other districts the city or the state board of education pays consultants or teachers and supervisors to write the curriculum together. The group discussed the types of curricula with which they were familiar. Content-based and immersion curricula were discussed. It was noted that language objectives as well as content objectives should be part of the immersion curriculum. Examples of specific district curriculum projects were also shared.

The teacher preparation group suggested a revision of university foreign language core courses for both majors and minors to include more information on teaching methods and to offer more experience in real classrooms with all age groups. They also suggested networking with teacher preparation institutions to find out what those institutions are doing to prepare elementary school foreign language teachers. Suggestions for helping teachers already in the field included: inservicing, offering methods courses in the evening, allowing more time for peer observations, setting up mentor/peer-coaching opportunities, beginning partnerships with schools and universities, and offering more opportunities for personal growth through conferences, symposia, workshops, etc. Possibilities were discussed for using grants stipends, fellowships, and scholarships to implement the suggestions.

The 1992 NNELL annual meeting generated many good ideas that merit consideration in the 1993 NNELL agenda. As is often the case, several individuals new to elementary school foreign language instruction came away realizing that some of the problems that they are facing have been solved successfully by others in the past. The sharing of problems and possible solutions is an essential aspect of the National Network for Early Language Learning. Networking sessions taking place at regional and state conferences during the coming year will allow for continued discussion of these and other important issues that challenge our field.

Haas Elected to NNELL Board

Mari Haas, New York City, was welcomed as the new second vice-president of the National Network for Early Language Learning at the annual meeting held in Chicago in November 1992. Haas has taught Spanish at all levels in the elementary school. For the past seven years Haas has been the director of a methods course preparing elementary school foreign language teachers at Bank Street College and then at Teachers College, Columbia University. She has provided teachers unique opportunities for professional development through various grant-funded projects. Haas was one of the founding members of NNELL and served as the first corresponding secretary for the organization from 1987 to 1991.

Haas notes, "The National Network for Early Language Learning provides a critical forum for issues and efforts of educators involved in early language education. . . . I welcome the opportunity to play a greater leadership role for NNELL, to keep early language learning in the forefront of education today, and to support teachers, administrators, and parents by providing them with information and expertise for their continued growth and commitment to early language learning."

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Content-based *from page 1*

this program. One is finding authentic source material in the various subject areas; the other is breaking the information into small comprehensive units. Since Arlington is an ethnically diverse community, there were many sources for texts in Spanish. French was another matter. Fortunately, the planning for the program coincided with a summer study program in France for the author, and materials for the French component were acquired at that time.

The greatest challenge was in knowing what to include in a lesson and how to make it manageable for the students. For instance, in a unit on light, which can be quite complicated when dealing with the wave concept, what a photon is, and how energy is released, the lesson was limited to four areas: What is Light?, Color, Refraction, and How We See. To present the first section, "What is Light?" it is necessary to draw and act out the concept of the atom and its orbits while the students record what they observe on the blackboard. By taking individual words, then linking them together with simple verbs, the students slowly learn to construct sentences.

A seventh-grade program is currently in process. The lessons encompass the following areas: math (geometry); English (Aesop's Fables); geography (topography of North America and place names, Latin America and its influence in Arlington, and international tourist information/travel); science (light and matter); social studies (westward movement/gold rush and African colonies); and physical education (soccer/volleyball).

In evaluating this program, there are several questions to consider. One of the most important is that of articulation. Where exactly do these students fit into a high school program? Since H-B Woodlawn is a small school encompassing grades six through twelve, trying to "place" the student into a more traditional program based on prescribed units covered in a textbook is not a problem.

Flexible scheduling permits placing students in levels where they can best succeed. Yet, since these students have class three times a week during middle school, the question of course credit is of some concern. Do two years equal one high school year as far as credit is concerned? If a student feeds into Level Two or Three, and grammar is not sequenced, what would be lacking in the student's preparation for that level? What about vocabulary? The vocabulary of these students reflects their content-based units and not what is found in the county's texts.

Also of interest was the reaction of some parents during the first year. Generally there was great acceptance. There were, however, instances of confusion. Some could not understand why a book was not being used (there were none for the county at the time for the sixth graders), nor could they understand why students were learning about bees. Needless to say, it was necessary to explain the intent of the program and the present-day philosophy of second language acquisition. Even some of the students came into the program with preconceived ideas of what they should be doing in a foreign language classroom.

The goal of H-B Woodlawn's foreign language program for the middle school as well as for the high school is proficiency in the second language based on stated goals. Future efforts are directed toward creating evaluation of a student's language proficiency after each year of study. Foremost in the minds of the teachers, however, is the desire to provide an interesting program that is relevant to the middle school child's studies, needs, and abilities. Input has to be comprehensible and instruction has to imitate natural language learning. By creating a mini-immersion setting using thematic units it is believed that all children can enjoy the experience while moving toward proficiency.

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(Continued on page 5)

Positions Available

Edina Public Schools (Minnesota) is seeking enthusiastic full-time teachers for its French immersion program. Candidates need to have elementary certification (1-6), native or near-native proficiency in French, and sound knowledge of immersion and primary instruction. Teachers hired will be involved in curriculum preparation and will begin their employment August 1993. Edina is a residential suburb on the southwest edge of Minneapolis with a population of approximately 45,000. Send a request for an application form to Rod Kesti, Director of Human Resources, Edina Public Schools, 5701 Normandale Road, Edina, MN 55424 (612-920-2980).

Content-based *from page 4*

Science Lesson Plan

Topic: The Bee

Goal: To teach foreign language through a familiar concept already presented in the science curriculum.

Content Objective: Students will learn about the physical structure of the bee, its social aspects, and food production.

Language Objectives: Students will

- learn vocabulary related to physical, social, and food production aspects of the bee
- form simple sentences
- practice the present tense of verbs
- understand spoken language

Time: 3 weeks (50 minutes, 3 times/week)

Activities:

1. Describe, using appropriate vocabulary, the physical structure of the bee by
   - practicing with charts of bee parts
   - creating and assembling a puzzle of parts (large group)
   - drawing and labeling parts (small group)
2. Describe the social aspects of the bee creating a honeycomb/hive with papier maché---larvae/bees/cells/honey.
3. Describe the process by which food is obtained and produced. Dramatize the process by assigning individuals roles with signs and sentences.
4. Tour each other's classes
5. Test on the bee

Outcomes:

- Students give individual oral presentations on parts of lesson to check speaking proficiency.
- Students write notes in target language
- Students read summary information on bees
- Students take a test on the information to check student comprehension

Grammar: Present tense verbs (see vocabulary)

Vocabulary:

La Structure (Structure):

la tête (head)
le thorax (thorax)
les antennes (antenna)
les ailes (wings)
l'abdomen (abdomen)
les pattes (legs)
l'oeil composé (compound eye)
l'oeil simple (simple eye)
la langue (tongue)
a (has)
l'aiguillon (stinger)

La Société (Society):

la ruche (beehive)
la reine (queen)
l'ouvrière (female worker bee)
le pollen (pollen)
le mâle (drone)
l'essaim (swarm)
la cire (wax)
le rayon de miel (honeycomb)
la colonie (colony)
l'alvéole (cells)
travaille (works)
suce (sucks)
pourvoit (provides)
récolte (gathers)
entrepose (lays)
construit (constructs)
pond (lays [egg])
protège (protects)
produit (produces)
forment (they form)
volent (they fly)

La Production (Production):

la nymphe (nymph)
la larve (larvae)
le miel (honey)
nourrit (feeds)
pique (stings)

Jim Senn

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

SPRING AND SUMMER 1993 CONFERENCES

March 25-28: **Central States Conference on the Teaching of Foreign Languages.** Des Moines, IA. Jody Thrush, Madison Area Technical College, 3440 Anderson Ave., Madison, WI 53704 (608-246-6573).

April 1-3: **Southwest Conference on Language Teaching.** Tempe, AZ. Joann K. Pompa, SWCOLT. Mount Pointe High School, 4201 E. Knox Road, Phoenix, AZ 85044 (602-838-3200).

April 15-18: **Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Northeast Conference, 200 Twin Oaks Terrace, Middlebury, VT 05753 (802-863-9939).

July 12-14: **Project SALTA Conference.** New York, NY. History and culture of Puerto Rico and the Dominican Republic including children's literature, art, and music. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

SUMMER 1993 WORKSHOPS

June 14-July 9: **Summer FLES Institute.** Iowa State University, Ames, IA. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 14-July 9: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

July 13-18: **The National FLES Institute of U.M.B.C.** University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L. Baltimore, MD 21228 (301-231-0824).

July 15-28: **Teaching Foreign Languages to Young Students. A Summer Institute.** New York, NY. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

SESSION PROPOSAL REQUESTS

Advocates for Language Learning. Proposals due: June 1, 1993. Conference: October 22-24, 1993, Kansas City, MO. Paul A. Garcia, President, ALL, School District of Kansas City, 301 E. Armour, #620, Kansas City, MO 64111 (815-871-6317).

Conferences Editor: Susan Walker

National Research Center Reports

Publications from a series produced by the National Center for Research on Cultural Diversity and Second Language Learning were announced in *FLES News* 5(3). New technical research reports and educational practice reports are now available:

Research Report #3, *Appropriating Scientific Discourse: Findings from Language Minority Classrooms*, by A. S. Rosebery, B. Warren, and F. R. Conant, describes and analyzes a collaborative inquiry approach to science that emphasizes the involvement of language minority students in "doing science" like practicing scientists.

Research Report #4, *Untracking and College Enrollment*, by H. Mehan et al., describes an untracking program in San Diego where underachieving students, especially those from ethnic and linguisitc minority backgrounds, are placed in rigorous academic classes. The report examines the educational consequences of untracking as measured by students' college enrollment.

Educational Practice Report #3, *Language Minority Education in the United States: Implications of the Ramirez Report*, by C. Cazdeen, examines the implications of a report prepared for the U.S. Department of Education on the effectiveness of three program models for language minority children: structured immersion, early-exit, and late-exit bilingual education.

Educational Practice Report #4, *Rating Instructional Conversations: A Guide*, by R. Rueda, C. Goldenberg & R. Gallimore, reviews the development, design, and field-testing of the instructional conversation (IC) rating scale. The guide provides instructions for teachers on how to use the IC rating scale as they implement instructional conversations in their classrooms and it presents preliminary data on the reliability and validity of the scale.

Educational Practice Report #5 *Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn*, by B. McLaughlin, has just recently been released.

The 1991-92 Directory of Two-Way Bilingual Programs in the United States is also available for $15.00. The directory, compiled by D. Christian and C. Mahrer, profiles 76 two-way (developmental) bilingual education programs. These programs provide instruction in English and another language to classes with students fluent in the non-English language and students fluent in English.

The cost of each Research and Educational Practice Report is $4.00. All orders must be accompanied with a check (made payable to the Center for Applied Linguistics). Send to: NCRCDSLL Dissemination Coordinator, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

Standards Proposed for Foreign Language Education

The following introduction to the standards document is adapted with permission from "Standards for Foreign Language Education," ACTFL (American Council on the Teaching of Foreign Languages) Newsletter 5 (1), Summer/Fall 1992, page 7. The draft standards document is reprinted in its entirety on the following two pages. Your comments on this document are encouraged. Please send comments to Executive Director, 6 Executive Plaza, Yonkers, NY 10701.—ED.

National standards are in the news. It is almost impossible to read the professional literature and miss the current focus on establishing national goals or standards. National interest in professional standards evolved from the Charlottesville Education Summit in Virginia of September 1989 when governors, members of Congress, and representatives of the Bush administration met to discuss the state of American education. At that meeting, the National Education Goals were developed, and shortly thereafter, a joint panel was established with the stated mission of "determining the indicators used to measure the national education goals and for reporting progress toward their achivement." Subsequently, attention turned to national reporting mechanisms, such as the National Assessment of Educational Progress (NAEP), and to the creation of appropriate goals or standards in the various subject matter areas.

A series of public fora was organized, and concerned parties were invited to present written and oral testimony on the curriculum areas selected for focus, the nature of the goals statements for those areas, and the program expectations articulated in those goals statements. Foreign language educators actively participated in these hearings. (*See* National Foreign Language Skills Assessment, *page 2 in this issue of* FLES News, ED.)

The next step was the White House announcement of the America 2000 program, created to implement the agenda outlined by the National Goals Panel. Recently, the efforts of several major, national associations to develop standards for their disciplines have been noted.

ACTFL has been focusing on the issues of accountability and assessment since the early 1980s through work on two projects that resulted in the current group of certified oral proficiency testers and the ACTFL Proficiency Guidelines. The draft document that follows is a next step in defining the outcomes to be expected at the measurement points identified by NAEP.

It is imperative that foreign language educators join the national dialogue and the effort to define expected outcomes, or we run the risk of having others set standards for us. The document on the following pages is intended to be self-explanatory. It is presented in this draft format for your review and comment. It should be noted that this document does not apply to languages that present greater learning challenges for the typical American student. Future iterations must address this problem, as well as the issues of immersion, intensive instruction, or other nontraditional scheduling patterns.

Our long-term objective is to continue to broaden the discussion of the role of second language education in the curriculum of our schools, colleges, and universities. Thank you for supporting this effort—and for your response.

(Continued on page 8)

National Endowment for the Humanities Opportunities

Teachers in public, private, and church-affiliated schools at the elementary, middle, or high school level are eligible for study programs sponsored by the National Endowment for the Humanities (NEH). The programs include 69 summer seminars and 17 regional and national institutes, as well as independent study opportunities. For lists of the programs, and instructions on how and when to apply, write to NEH Opportunities for School Teachers, 1100 Pennsylvania Avenue, NW, Room 406, Washington, DC 20506.

Colloquium on Foreign Languages in the Elementary School Curriculum

The proceedings of the *Colloquium on Foreign Languages in the Elementary School Curriculum* (Rosenbusch, Ed., 1992) presents the papers and discussions of a September 1991 colloquium sponsored by the Goethe Institute in Cooperation with the American Association of Teachers of German. The papers were written by leaders of elementary school foreign language education and, together with the subsequent discussions, focus on important issues in elementary school foreign language education.

The collection begins with a clear definition of elementary school foreign language programs, which eliminates the ambiguity often surrounding the characteristics of a FLES model. The first paper, "Components of the Elementary School Curriculum," defines three objectives for foreign language within the elementary school curriculum: integration, interaction, and innovation. These themes continue in other papers and throughout the discussions as the colloquium participants recommend methods by which to establish and maintain strong programs. By integrating foreign languages with other disciplines, such as science or social studies, programs can exist without detracting from other content areas.

The papers and discussions serve to highlight the problems inherent in establishing any new program in an already overcrowded elementary school curriculum. The eleven appendices furnish background reading on programs, list programs throughout the country, and suggested curriculum development materials. This collection is an excellent tool for both improving existing elementary school foreign language programs and establishing a new program. Available from AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034. 150 pp., $18.00 (includes shipping and handling).

Meg Malone
Georgetown University

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EARLY START/EXTENDED SEQUENCE

The equivalent of 30 minutes per day in grades 3-6, a full 50 minutes in grades 7-8, and 50 minutes per day in grades 9-12 in one language.

VISION

- communicate effectively and appropriately in a wide range of situations for a variety of purposes in a language other than the student's own
- be prepared to continue growth and specialization in the languages studied and in additional languages
- be aware of the importance of effective communication in an increasingly global society
- demonstrate knowledge of the culture of those who speak the language studied and its effect on the world
- appreciate the contributions to society of other languages and cultures

GRADE 4

- interact orally on familiar topics
- understand predictable questions and commands in familiar topic areas
- copy or transcribe familiar words or phrases and produce some from memory
- demonstrate awareness of cultural differences
- identify some important people, holidays, and geographical areas

(180 hours)

GRADE 8

- use language for personal communication needs, ask and answer questions, request clarification as needed
- understand speech on familiar topics at normal speed
- understand written documents dealing with basic needs or interests
- meet basic writing/recording needs such as short messages, postcards
- deal with familiar survival situations and interact with those accustomed to communicating with foreigners
- identify some important dates, events and people and discuss their significance

(660 total hours, 480 in grades 5-8)

GRADE 12

- satisfy routine school and work requirements in everyday social situations
- use a variety of communicative strategies for successful communication
- converse in clearly participatory fashion
- initiate, sustain, and bring to closure a wide variety of communicative tasks
- narrate and describe with detail
- express preferences and offer some support for opinions
- understand main ideas and most details of connected discourse on a variety of school and general interest topics
- interpret description and narration in different time frames or aspects
- comprehend speech in such contexts as interviews, short lectures on familiar topics, and news items and reports
- read with understanding the main idea and most details of longer prose such as description, narration, short stories, news items, bibliographical information, social notices, personal correspondence, routine business letters, and technical material written for the general reader
- write routine social correspondence and simple discourse of at least several paragraphs on familiar topics
- write cohesive summaries and resumes of material read or heard
- handle routine social situations successfully
- discuss the significance of the geography, history, and political contributions of the target culture

(1260 total hours, 600 in grades 9-12)

SHORTENED SEQUENCE

The equivalent of 30 minutes per day in grades 5-6 and 50 minutes per day in grades 7-12 in one language.

VISION

- communicate effectively and appropriately in a range of common situations and for a variety of purposes in a language other than the student's own
- be prepared to continue growth in the language studied and in additional languages
- be aware of the importance of effective communication in an increasingly global society
- demonstrate knowledge of the culture of those who speak the language studied and its effect on the world
- appreciate the contributions to society of other languages and cultures

GRADE 8	► use language for some personal communication needs, ask and answer questions, request clarification as needed ► understand speech on some familiar topics at normal speed, understand written documents dealing with basic needs ► write notes about self and immediate surroundings ► deal with familiar transactions and interact with speakers accustomed to foreigners ► identify the dates of some important events and the contributions of some important people **(480 hours)**
G R A D E 12	► handle successfully most uncomplicated communicative tasks and social situations ► sustain conversation on most familiar topics ► express and explain preferences and opinions ► narrate and describe both orally and in writing present, past, and future events ► understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places ► interpret relevant details and sequences of events ► read consistently with understanding connected texts dealing with basic, familiar personal and social needs and understand the main ideas and some detail from narration and description that is not completely familiar ► meet most practical writing needs and limited social demands, take notes on common topics ► take notes on oral or written discourse dealing with factual topics ► handle most routine social situations successfully ► be aware of the geography, history, and political contributions of the target culture **(1080 total hours, 600 in grades 9-12)**

TRADITIONAL 4-YEAR PROGRAM

The equivalent of 50 minutes per day in grades 9 through 12.

VISION	► communicate effectively and appropriately in some situations in a language other than the student's own ► be prepared to continue growth in the language studied and in additional languages ► be aware of the importance of effective communication in an increasingly global society ► demonstrate knowledge of the culture of those who speak the language studied and its effect on the world ► appreciate the contributions to society of other languages and cultures
G R A D E 12	► handle successfully basic communicative tasks and social situations ► sustain conversation on familiar topics ► express preferences and opinions about familiar topics orally and in writing ► narrate orally and in writing present, past, and future events in areas of personal interest ► understand main ideas and some details of connected discourse on a number of familiar topics pertaining to different times and places ► interpret relevant details and sequences of events ► comprehend most speech on familiar topics by requesting repetition and recombination of material that is not immediately understood ► understand the main idea and most details of authentic texts in areas of high interest ► understand main idea from narration and description ► meet a number of practical writing needs in notes, short letters, journals ► take notes on oral or written discourse dealing with familiar topics ► handle some routine social situations successfully in the culture ► be aware of the geography, history, and political contributions of the target culture **(600 total hours in grades 9-12)**

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Cros, R. (1991). *Zehnkleine Zappelmänner*. München: Verlag Klett Edition Deutsch. For additional information contact Christiane Frederickson, 7327 Woodrow Drive, Oakland, CA 94611.

These books are designed for a program model in which five- to seven-year-olds meet twice weekly. The ninety minutes of instruction for 32 weeks incorporate the celebrations and routines of the German classroom. The seasons, lantern festival, *Karneval*, Easter, normal routines, and play provide the setting for many of the lessons. Written in German, a short foreword explains the framework of the text, followed by lessons that are rich in culturally appropriate songs, rhymes, activities, games, some crafts, and a few recipes. Instructions for finger and stick puppets, directions for the lantern, Christmas star, advent calendar, a small game board, animal faces, and text and music for the songs are included in the appendix. There are many good ideas in the teacher's book (*10 kleine Zappelmänner* Deutsch als Fremdsprache für Vor- und Grundschulkinder: Handbuch. IBSN number: 3-12-675091-5) that could be helpful to a beginning FLES teacher who is in need of a basic reference for a one-year program for young children. In the student book, (*Zappelmann, du bist dran* Mein erstes Sing-, Bastel- und Spielheft. IBSN number: 3-12-675090-7) some of the pages are blank for drawing and coloring, some are pictures for coloring and filling in details. The text and music for the songs are also included. Although the student book is not substantial enough to warrant the expense of one per student, the pages are directly related to the lessons and could be a means of helping the students share with their parents what they have learned in class. A cassette tape to accompany the text is also available.

Note: The Ferndale, MI, *Curriculum Materials*, reviewed in *FLES News 6*(1), has recently been updated, revised, and expanded. One of the new features is flashcards for 7th and 8th grades on the topics of city, free-time activities, household chores, personal care products, physical features, and occupations. For information contact: Lynn Haire, Ferndale Public Schools, 881 Pinecrest, Ferndale, MI 48220 (313-548-8600, ext. 284).

German Resources Editor: Pat Pillot

French

Kodjak, B.H. (1992). *French from four to seven. A handbook for teaching French to the very young*. Upper Montclair, NJ: The Early Childhood Press. Available from The Early Childhood Press, Suit #8, 551 Valley Road, Upper Montclair, NJ 07043.

Here is an invaluable resource for the teacher of French. Although this handbook has been designed for use in the early childhood years, teachers in the upper grades will want to have it as well. Kodjak has drawn on 13 years, teaching experience to create a handbook based on the premise that very young children are able and enthusiastic language learners when languages are taught in a natural, holistic manner. There are 21 lessons in the book, each developed in an age-appropriate way and organized according to a theme: *les numéros, les couleurs, la cuisine, la nourriture, les animaux de la ferme*, etc. Each lesson contains suggestions for presentation of the material, games, songs, *comptines*, recipes, even that traditional French bugaboo, the *dictée*—amended so that little children can handle this technique successfully. Books for reading to children are listed in every chapter. Most important, the author has made a real effort to present only culturally authentic material, much of it drawn from her contacts with elementary school teachers in francophone countries. There are songs (including the music) and games in this book that I had forgotten from my own childhood. All the illustrations are also from French texts. This handbook is a real *bain de culture française*.

French Resources Editor: Myriam Chapman

Spanish

Scholastic news pilot and *scholastic news ranger*. (1992). Scholastic Inc: Box 3710, Jefferson City, MO 65102 (800-631-1586).

For years Scholastic News, Inc. has been publishing classroom newspapers dealing with current events. Now two of these publications are available in Spanish. Although these magazines are written primarily for Hispanic students in grades one and two, beginning Spanish students in grades four, five, six (and perhaps even higher) will enjoy reading articles from "Pilot" (Level 1) and "Ranger" (Level 2). Near the beginning of each month, Scholastic sends the four issues relating to that time period. The four-page, full-color magazines include maps, charts, illustrations, and diagrams. The October 1992 issues of both magazines include articles on fire safety, Columbus, a new subway for Los Angeles, and bats. A teacher's guide, included with orders of ten or more subscriptions, provides additional information such as questions for discussion, reproducible skill masters, activities to extend lessons, etc. The cost for a full year subscription (8 months—32 issues) is $2.65/student for orders of 10 or more subscriptions. Semester prices (slightly higher) are also available.

(Continued on page 12)

UNICEF Offers Free Materials

Teachers may order free kits about the history and modern culture of Mexico. Included in the kit is a poster-sized world map, a Mayan folktale, three reproducibles, stories about children in Mexico today, and a recipe for corn tortillas. To order, write U.S. Committee for UNICEF, P.O. Box 182248, Chattanooga, TN 37422-7248.

"Folk Tales and Stories," a free 12-page booklet is offered to educators to help students learn about other cultures and countries. Activities, which are geared for grade 4-6 students, accompany the folktales from Asia, Africa, Central America, South America, and North America. To order, write U.S. Committee for UNICEF, Dept. L92, 333 E. 38th St., New York, NY 10016.

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **Body Shapes**

Objective:

Students will recognize the features of four different shapes by forming each with their arms and by orally identifying each.

Materials:

Laminated flashcards of the adjectives big and small; laminated flashcards of two different colors (e.g., red and blue); laminated flashcards of four shapes (triangle, square, rectangle, circle).

Procedure:

Teach/review the numbers from 1 to 4 in Japanese (*ichi, ni, san, shi*).

Integrate numbers with shapes by asking, "How many angles does a (shape) have?" For example, triangle (*San Kaku*) means three angles in Japanese; square (*Shi Kaku*) means four angles; rectangle (*Naga Shi-Kaku*) means long four angles; circle (*Maru*).

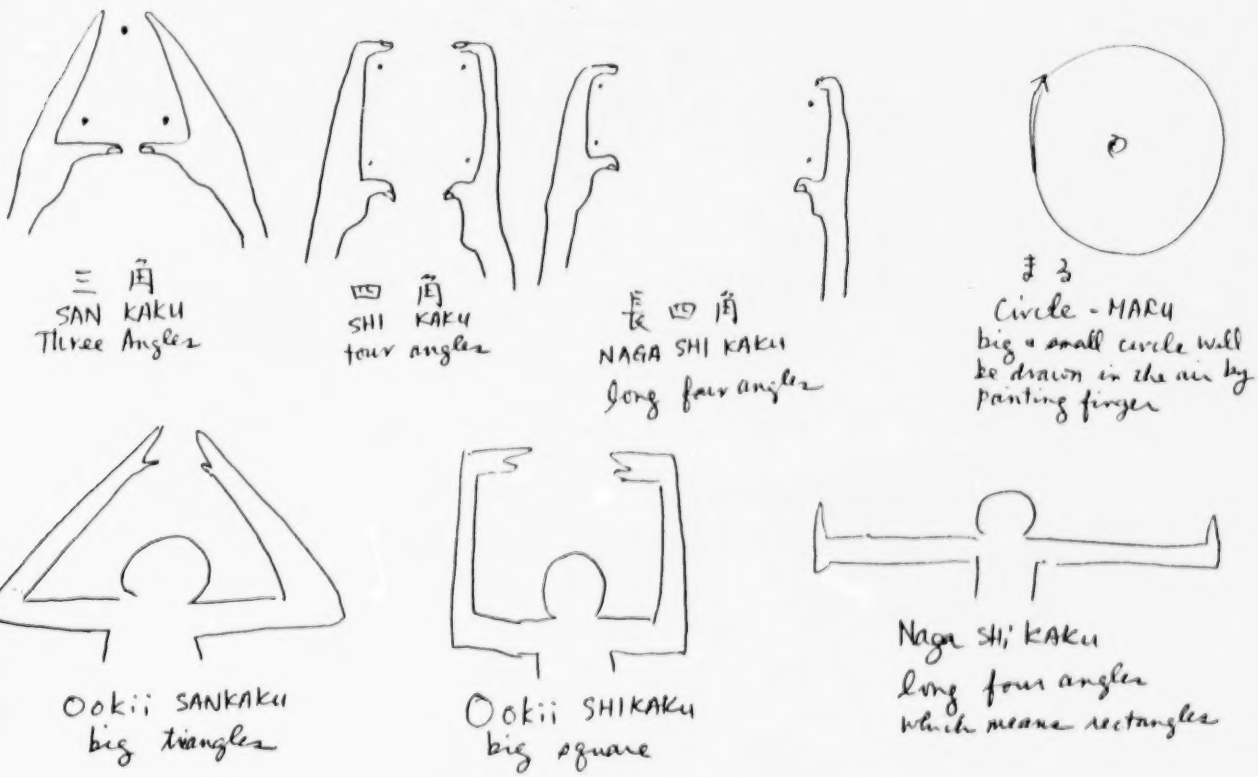
In response to Total Physical Response commands, students will repeat the names of the different shapes and simultaneously make the shapes with their arms, if the shape is to be big, or with their hands, if the shape is to be small.

The teacher will then hold up three of the eight flashcards: (one adjective (big, small), one color (red, blue), one shape (triangle, square, rectangle, circle). For example, *Ookii akai shikaku* (big red square); *Chiisai aoi shikaku* (small blue square), etc. Students will call out each combination as they make the shape.

The laminated flashcards of adjectives, colors, and shapes can be used to reinforce question and answer patterns. For example, if the teacher asks, *"Kore wa nani"*(What is this?), students will respond, *"Ookii akai sankaku"*(Big red triangle). If the teacher asks, *"Ookii akai sankaku wa doko?"* (Where is red and big triangle?), students will answer, *"Asoko"*(Over there).

Contributor: Youko Akao Brooks
Pelion and Gilbert Elementary Schools
c/o Lexington School District One
P. O. Box 1869
Lexington, SC 29071

Classroom Activities Editor: Diane Fagin Adler



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ACTFL/NFLC Launch Elementary Schools Initiative

In March 1992, the American Council on the Teaching of Foreign Languages (ACTFL) and the National Foreign Language Center (NFLC) invited members of the profession to a meeting in Washington, D.C., for the purpose of launching an initiative for the teaching of elementary school foreign languages. The intent of both sponsoring organizations was to establish elementary school programs as a major priority for the next several years, building on the work of the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), the American Association of Teachers of Spanish and Portuguese (AATSP), and NNELL. Carol Ann Pesola represents NNELL on the steering committee for the ACTFL/NFLC initiative. NNELL representatives on the advisory committee are Carolyn Andrade, president, Nancy Rhodes, executive secretary, and Marcia Rosenbusch, editor of *FLES News*.

The title for the initiative, *The New American: Project 2017*, was developed by the project steering committee at a meeting on August 28-29. The project emphasizes the need to prepare children entering the school system over the next decade for the roles they will face in 2017 and beyond—roles that will certainly call for much greater and more sophisticated competence with foreign languages and cultures. It is important to note that this project establishes a vision for the future as its starting point, rather than beginning with discussion of issues related to program design and implementation. The new vision will be shaped through national dialogue among the constituencies responsible for all aspects of decision making and program building, informed by the best thinking from within and outside the foreign language profession.

Major themes for the discussion will be the following:

- Shaping a Vision of the American Citizen of 2017: Needed Background, Skills, and Values
- Implementing and Improving Elementary School Foreign Language Education to Address the Vision
- Relating Elementary School Foreign Languages to the General Elementary School Curriculum
- Designing and Delivering Foreign Language Programs to Prepare the New American
- Linking Elementary School Foreign Language Education to the Foreign Language Education System
- Implications for Infrastructure
- Implications for Public Policy

During the 1992-93 school year, opportunities for discussion of these issues will be available at major national and regional foreign language conferences, as well as at many state conferences. NNELL members are encouraged to participate in these sessions throughout the year.

During July 1993, ACTFL will sponsor a summer symposium focused on *The New American: Project 2017*. The information gathered during the year and additional insights brought by educational leaders from outside the profession will serve as the starting point for intensive discussion and goal setting, and documents based on the symposium will become the basis for a volume in the ACTFL professional library. The work of the symposium will lead to both a vision and an agenda for foreign languages in the elementary school and beyond.

At every stage of the project, the insights and experience of all members of the foreign language profession will be invited and incorporated. The goal of long sequences of language instruction available for every child, a dream of the profession for decades, has never seemed more important or more attainable than in the present climate of global and educational change. When such a goal is attained, it will effect change at every level of language instruction, in every foreign language classroom. For this reason, the work of this project urgently concerns to the entire profession, from elementary school through graduate school.

The New American: Project 2017 provides an opportunity for every teacher to participate in framing the future of our profession. Teachers can have an important impact as they seek out the discussion sessions at conferences, submit suggestions and concerns in writing to the steering committee, and begin planning now to attend the symposium in July. Because ACTFL does not fund symposium participants, support will need to be requested from employing institutions and other funding sources.

Suggestions and concerns related to the project themes listed above, as well as questions about the project itself, can be addressed to the immediate past president of NNELL, Carol Ann Pesola, Associate Professor of Education, Concordia College, Moorhead, MN 56562.

Resources *from page 10*

Animal Bingo Kit. (1989). Janesville, WI: Sing, Laugh, Dance, and Eat Quiche. 6945 Highway 14 East, Janesville, WI 53546.

The Animal Bingo Kit contains flash cards of animals in black and white, a class set of animal bingo cards in black and cream, and a tub of bingo chips. The drawings are cute animal caricatures that look more like cartoons than scientific representations. The flash cards, colored and laminated, provide a terrific way to introduce animal names and are appealing to the students. Each card can be discussed using familiar vocabulary: the cat is sad, the pig is happy. Flash cards can be grouped to make a graph or used for a variety of games. The smaller matching pictures from the bingo game can be reproduced in quantity and cut up. These tiny copies can then be mixed up in envelopes for pairs of students to sort. Numbers are recorded on a simple questionnaire, "How many kangaroos do you have?" providing another context to discuss the animals. After students are familiar with vocabulary, the bingo game provides an excellent culminating activity as well as an easy review that can be used periodically throughout the year. The best news is that the kit is inexpensive ($16.95) and can be used for any language.

Spanish Resources Editor: Barbara McDonald

NNELL Networking Interest Survey

Name _____ Language(s) _____

Address _____ City _____ State — Zip _____

School _____ Eve. phone _____

Position _____ Day phone _____

FAX _____ e-mail _____

Please check the areas of interest in which you might like to serve:

- ☐ Membership
- ☐ Bylaws
- ☐ Nominations
- ☐ Publicity/Public Relations
- ☐ Regional Representative
- ☐ Political Action
- ☐ Contributing Editor, *FLES NEWS*
- ☐ Publisher Liaison
- ☐ Technology
- ☐ Officer
- ☐ Other:

Suggestions or comments:

Please complete and return this form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Membership Form (1993–1994)

FLES NEWS, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES NEWS*. I am enclosing my check for $12.00. Overseas rate is $15.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State, & Zip: _____

Check whether this address is ____ Home ____ School

____ Check here if this is a renewal. ____ Check here if this is a change of address from last year.

You may make copies of this order form for your colleagues.
Mail check (no purchase orders accepted) and this order form to:
Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Children's Classroom Creations

Pobre Tomás

Pobre Tomás está muy enfermo.
Él está en la oficina del médico.
No puede ir a la escuela.
Tomás tiene una fiebre. Él tiene la gripe. No está sano. Tiene dolor de estómago. Tomás tiene tos también. Tomás tiene que tomar una medicina. Él va a tomar un jarabe.
La mamá de Tomás habla con la enferma. Su mamá compra la medicina. Mamá se lleva Tomás a la casa. Después de tres días Pobre Tomás puede ir a la escuela.

Timothy Hughes
3rd Grade (1989)
Hartwell School
Cincinnati Public Schools
Bilingual Alternative Programs

FLES News enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of children's work to the editor, Marcia Rosenbusch.

Marcia H. Rosenbusch, Editor
FLES News
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 6, Number 3 Spring 1993

The Effect of Music on Second Language Vocabulary Acquisition

Suzanne L. Medina
California State University
Dominguez Hills
Carson, California

It is currently a common practice to use songs in the classroom to support second language acquisition. The literature abounds with positive statements concerning music as a vehicle for first and second language acquisition. At the same time, empirical support for music as a vehicle for second language acquisition is lacking and there is concern that music may be simply a supplemental activity with little instructional value. In this study, the effect of music on the acquisition of English vocabulary in a group of second grade limited-English-proficient children is reported.

Incidental Vocabulary Acquisition

In recent years, second language researchers have concerned themselves with the acquisition of vocabulary and have distinguished between vocabulary that is acquired incidentally and vocabulary that is acquired intentionally. During the preschool years, children rely exclusively on the oral language they listen to in order to acquire their first language. This acquisition of language takes place before children can read and without explicit instruction of any kind. Furthermore, even after children begin to attend school, they continue to acquire vocabulary that has not been learned formally. Of the 3,000 words the average child acquires each year, only a portion is learned as a result of the instruction received in school. Thus, the remainder of these words must be learned incidentally from a variety of sources (Nagy & Herman, 1987).

There is substantial evidence that vocabulary may be acquired incidentally by reading or listening to oral stories (Cohen, 1968; Elley, 1989; Eller, Papps, & Brown, 1988). This incidental acquisition of vocabulary is explained by Krashen (1989) within the context and framework of his "Input Hypothesis." According to this hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is conveyed by providing extralinguistic support such as illustrations, actions, photos, and realia. This, in turn, results in what Krashen refers to as "comprehensible input" since the linguistic input is made comprehensible to the second language learner. Krashen further states that the amount of comprehensible input is proportionate to the amount of vocabulary acquired. Thus, vocabulary is incidentally acquired through stories because familiar vocabulary and syntax contained in the stories provide meaning to less familiar vocabulary. Picture illustrations support the reading process by clarifying the meaning of unfamiliar words (Hudson, 1982; Omaggio, 1979; Mueller, 1980; Bradsford & Johnson, 1972).

Apart from oral stories, there may be other means of bringing about the incidental acquisition of vocabulary. Songs share all of the same elements of an oral story, except that the vehicle through which the song is conveyed is musical rather than spoken. Furthermore, if the oral story and song are identical, with the exception of the vehicle, then it follows that acquisition of the song's vocabulary may be enhanced by simultaneously providing extralinguistic support (e.g., pictures, actions).

Music and Verbal Learning

While teachers commonly use songs in the classroom to promote second language acquisition, empirical support for this practice is lacking. Nonetheless, the literature abounds with statements regarding the positive effects of music on first and second language acquisition (Jalongo & Bromley, 1984; McCarthy, 1985; Martin, 1983; Mitchell, 1983; Jolly, 1975). There is evidence that music benefits rote memorization. When various types of verbal information (e.g., multiplication tables, spelling lists) have been presented simultaneously with music, memorization has been enhanced (Gfeller, 1983; Schuster & Mouzon, 1982). The literature also indicates that a rhythmic presentation benefitted memorization, especially when the verbal information was meaningful (Glazner, 1976; Shepard & Ascher, 1973; Weener, 1971). Music has also proven beneficial when the objective has been to retain the meaning of the verbal information (Isern, 1958; Botarri & Evans, 1982).

The psychology literature offers evidence of the positive relationship between music and verbal learning. Yet, can music promote second language acquisition as well? Can music, when coupled with the targeted second language, promote language acquisition to the same extent as other traditional and nonmusical approaches (e.g., oral stories)?

A second question is related to the first. The psychological literature points to the interactive relationship between music and

(Continued on page 7)

Notes from the President

In the last issue of *FLES News* you read that NNELL would focus on two objectives during 1993. The first goal is membership. The first objective of that goal is to increase NNELL membership to 700 by our November meeting. As of April, our membership total was 574. To help us reach our goal, please take a moment to speak with your colleagues now. Show them this copy of *FLES News* and ask them to join the efforts of professionals from all over the country who work to promote quality elementary school foreign language programs.

The second objective in the membership category is to increase NNELL participation in other professional organizations. Since NNELL is now an official member of the Joint National Committee for Languages (JNCL), we had an official representative with voting privileges at their annual meeting in late April. As soon as NNELL's affiliation with ACTFL becomes official this spring, we will be able to nominate candidates for the ACTFL Executive Council.

Our second goal is that of communication. We want to make sure that you are aware of the issues and events that are of importance to elementary school professionals. The last issue of *FLES News* included an article summarizing the concerns raised at the networking session held at ACTFL. You also read about the standards project being undertaken by ACTFL. That project has now received major funding and is moving well through its organizational phase. We will continue to update you as more information becomes available. In addition, you read about an elementary school initiative called The New American: Project 2017. ACTFL is currently working on an invitational summer seminar to continue the work of this project. Among the objectives of the summer seminar are: to focus the message of 2017, to determine the relationship of 2017 and the Standards Project and to identify possible funding sources for 2017. *FLES News* will continue to publish information on the progress of Project 2017.

Hopefully, this year you have participated in a networking session at your regional or perhaps your state conference. These are important opportunities for you to learn more about NNELL activities and to network with other professionals. From those sessions and from responses to newsletter information come the volunteers who are willing to do the work of NNELL. The executive board will soon be finalizing committee assignments, so if you would like to serve on one of the commitees (Nominating, Membership, By-laws, Publisher Liaison, Political Action) or you would like to become a regional representative of NNELL, please let me know immediately.

Finally, as professional days allowed teachers for conference attendance tend to diminish each school year, now is a good time to ask your principal or supervisor for professional leave on November 18 and 19, 1993. NNELL will be meeting at the ACTFL Annual Conference in San Antonio, Texas, November 18-21, 1993. Plan now to join us there.

Carolyn Andrade
6447 Meadowvista Ct.
Cincinnati, OH 45224-1603

FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): Marcia Rosenbusch, editor; Carolyn Andrade, president. Executive committee members are: Audrey Heining-Boynton, first vice-president; Mari Haas, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer, Carol Ann Pesola, immediate past president.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Research* M. Joy Young, Charleston Day School, 15 Archdale St., Charleston, SC 29401; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolds Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News* are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Nominations Sought

NNELL is currently seeking nominees for the executive board positions of second vice-president and secretary. Nominations of current NNELL members should be sent no later than **June 15** to Carol Ann Pesola, Concordia College, 901 Eighth St. South, Moorhead, MN 56562.

Japanese Immersion Teachers Convene

Noriko Fujii, Hiroko Kataoka
Department of East Asian Languages and Literatures
University of Oregon
Eugene, Oregon

The newest addition over the last several years to foreign language immersion programs at the kindergarten and elementary schools levels has been the Japanese immersion program. Currently, a total of ten such programs exist nationwide. Japanese immersion programs aim not only at children's acquisition of Japanese language through content studies, but also help at expanding children's global perspective through a study of Japanese culture, which is considerably different from their own.

While Japanese immersion programs offer exciting opportunities and address important issues in early foreign language education, teachers and administrators of these immersion schools face tremendous challenges on a daily basis. In addition to the complexities of teaching in a foreign language in an immersion setting, these pioneering Japanese language and culture educators must deal with different issues and challenges than those faced by educators of cognate languages such as French and Spanish. Unlike western language immersion programs, Japanese immersion programs are still treading through uncharted waters with very few role models. It is a shame, furthermore, that although Japanese immersion schools face similar challenges, they are isolated from each other and do not enjoy the support systems and networking that other immersion programs have.

A symposium was organized at the University of Oregon on October 23 and 24, 1992, as a forum for addressing concerns shared by all the Japanese immersion programs in the United States. The primary goal of the symposium was to create an opportunity to establish a network among teachers and administrators at these schools so that ideas could be shared and problems could be dealt with from various angles. Teacher representatives and administrators of all the Japanese immersion schools in this country attended the symposium. Also invited to the symposium were school district representatives, specialists in immersion education and foreign language education, specialists in curriculum and instruction, teacher trainers, and representatives from two foreign language in the elementary school (FLES) programs. Funding for this event was made possible by grants from the Northeast Asia Council of the Association for Asian Studies and from the Japan Forum.

The symposium consisted of the following six sessions:

- Introduction of participants and of the immersion programs represented, and identification of problems and issues
- Curricular goals
- Approaches to instruction
- Assessment and evaluation
- Teacher training and certification
- Summary and future considerations

Throughout the discussions of various issues, enthusiasm and excitement filled the room as all the schools shared similar concerns about their programs. Immediate concerns varied depending on an individual's role. For example, the teachers wanted to find out what other teachers were doing in introducing the written language, while the administrators wanted to share ideas about how to recruit qualified teachers. Considering these differences, and in order to set up effective and comfortable discussions, some of the sessions were divided into several groups according to participants' roles and interests. The groups were thus divided into administrators, curriculum developers, and teachers.

The administrators discussed such issues as finding and securing funding and support, communication with parents and the community at large, and teacher recruitment. Teachers shared materials they developed and discussed such matters as curricular goals, classroom techniques, homework, and assessment. Curriculum developers engaged in discussions on such topics as scope and sequence, comparison of the Japanese language with other foreign languages taught in immersion programs, social versus academic languages, and the introduction of literacy.

Several issues for future consideration were identified in the symposium:

- Annual meetings—necessity of a meeting among those involved with Japanese immersion education on an annual basis; all Japanese immersion teachers should be able to participate (there were only representatives this time).
- Summer training sessions—need for at least a one-week teacher training session for immersion teachers during the summer.
- Assessment instruments—development and sophistication of assessment tools; sharing of ideas and results.
- Support systems and networking—strengthening ties between teachers and administrators of the immersion programs and curriculum developers and teacher trainers at the university level.

All participants indicated that the sharing of ideas at the symposium was extremely beneficial and stimulating. The need for cooperation to deal with the tremendous challenges to the advancement of Japanese immersion programs was clearly evident. It is believed that the symposium provided an important first step towards this end.

To receive the complete proceedings of the meeting, write to Noriko Fujii/Hiroko Kataoka, Department of East Asian Languages and Literatures, 308 Friendly Hall, University of Oregon, Eugene, OR 97403.

Location of Japanese Immersion Schools

Richmond School, Portland Public Schools, OR
Sand Lake School, Anchorage Public Schools, AK
Inter Cultura Montessori, Oak Park, IL
Academy of World Languages, Cincinnati Public Schools, OH
Fairfax County Public Schools, VA
Foreign Language Immersion and Cultural Studies School, Detroit Public Schools, MI
Farragut School, Culver City Unified School District, CA
Yujin Gakuen, Eugene Public Schools, OR

Whole Language and the FLES Classroom

Patsy Bohlen
Peeler Open School
Greensboro Public Schools
Greensboro, North Carolina

Whole Language is a process of instruction that involves integrating the teaching of spelling, phonics, grammar, sentence construction, reading, and writing in a holistic approach rather than separating these concepts into distinct entities. Books using the Whole Language Approach use repetitive language and have visuals with a high degree of correlation to the text on the page. Through coursework at Wake Forest University, North Carolina, and by observing elementary school teachers employ this technique in English in their classrooms, I have become convinced of the value of Whole Language for the second language classroom.

In a unit for my Spanish classes, kindergarten through grade five, I incorporate Whole Language techniques using seasonal vocabulary and concepts. The result is a big book (22" × 24") written in a simple style that FLES students can understand. The large size of the book and the simple shapes cut from construction paper make it easy for children to see the characters and follow the action of the story. This story tells of a little tree that feels all alone in the forest. His friends—a bird, a rabbit, a snowman, and a bear—remind the tree that he is special by bringing gifts to him consisting of a red flower, a silver bell, and a gold star.

Teaching Story Vocabulary through Patterns

Patterning is an underlying theme in mathematics that is widely used in the elementary grades. The skill of recognizing and using patterns is a valuable problem-solving tool for children. Activities involving patterning allow the child to experience the process visually, auditorily, or even physically (Baratta-Lorton, 1976). Verbalization helps children feel the pattern they experience visually. In the FLES class, we make patterns with colors, shapes, or any visual to teach and reinforce vocabulary in a concrete way.

To introduce and practice the vocabulary in the story, we make patterns of the nouns used in the story. Visuals (about 4"×4") are cut from laminated construction paper using the color of the corresponding adjective: green trees, red flowers, silver bells, gold stars, and white snowmen and snowflakes. The students can use the visuals to make a pattern, e.g., green tree, gold star, red flower; green tree, gold star, red flower.

Children make their own patterns and tell the group what they have made. Through this process, they have ownership in the language because they choose the items for their pattern and arrange it by themselves. Depending on the configuration of the teaching space available in a given classroom, the children sit on the floor in a circle to make the patterns, or sit in a group close to the chalkboard. Pattern visuals are placed in easy reach of the children. Children choose their visuals and arrange them in a line to show the pattern and how it repeats, either on the floor or on the chalkboard tray.

Children of all grade levels can make patterns. The children in fourth and fifth grades create more complex patterns than do those in the primary grades. The complexity of some of the patterns created is amazing. The patterns of older students may contain six or more elements before repeating the pattern, e.g., red flower, green tree, green tree, silver bell, gold star, gold star; red flower, green tree, green tree, silver bell, gold star, gold star.

Telling and Reading the Story

Once the students have become familiar with the pattern manipulatives, they have a background vocabulary for the story and we can begin to tell the story. There are no words on the pages of the big book, so the story is told instead of read. The story is recited exactly the same each time. As the story is told, objects that we learned in the patterning activities are pointed out. Gestures are also an important part of the telling of the story. Animated facial expressions to depict emotions like happy or sad add greatly to the storytelling. Over a period of three weeks, the story is "read" four or five times to the classes. In each class a different activity follows the "reading" of the story. In one activity we use the visuals of the characters to sequence the order of their appearance and match the character with the gift brought by it.

Once children in the fourth and fifth grades are familiar with the sounds of the words, word cards with nouns or adjectives printed on them are introduced. Children match the nouns with the corresponding adjectives that they have learned while listening to the story and during the patterning activity. Next, word cards are put together to make sentences. Gestures are used to illustrate the verbs, instead of printed word cards. Finally, children match the word cards to the page in the big book where they remember hearing that word used. Then the word cards are arranged to make sentences. Separate sentence strips with the complete text of the story are arranged on the blackboard in the order that they occur in the story. Now the children can read the story instead of just listen to it. Their familiarity with the vocabulary and the repetitive nature of the text make it easy for them. They feel a great deal of pride when they realize they are reading Spanish.

Primary classes, K-3, act out the story. Each character has a very simple costume, a face mask or a hat, to identify it. The class matches the character to its respective props and lines the characters up in order of their appearance in the story. Again the story is told as the children dramatize it. Audience participation is included to set the scene and allow everyone to participate actively. Time permits two presentations of the story in a twenty-five minute class; therefore, two sets of actors can be used.

Follow-up Activities

Other types of activities can be used to extend the story to develop reading and writing skills. For example, crossword puzzles can be made using the vocabulary in the text with *Crossword Magic* (Sherman, 1981), a software program for the Apple IIe computer. To create a puzzle, you list the words desired and the program fits them into a matrix one by one. If a particular word does not fit at first, the program saves it to add later. Clues to the puzzle are drawn to represent each word in the puzzle. This is another way to relate the

(Continued on page 9)

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Dept. of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **Content-based Science: Density of Liquids**

Objective:

Students will understand the principle of density of liquids.

Materials:

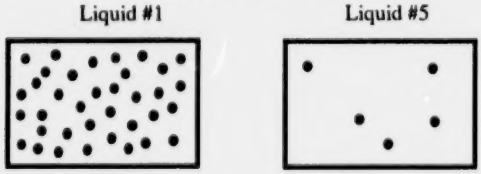
A tall, thin glass. Five small glasses or cups each containing a different liquid: liquid #1: corn starch with orange food coloring; liquid #2: clear glycerin; liquid #3: water with blue food coloring; liquid #4: oil (which cannot be colored); and liquid #5: rubbing alcohol with green food coloring. Five visuals made by the teacher to represent the idea of a variation in density among the liquids (see illustration).

Procedure:

Place a tall, thin glass in front of the class and explain that you are going to fill the glass with five different liquids. With great fanfare, show them each liquid. Carefully pour liquid #1 into the glass. Then pour liquid #2 on top of liquid #1. The two will not mix! Continue this procedure until each liquid is floating on top of the liquid beneath it. Use the five density visuals representing each liquid to convey the idea that each liquid floats because of differences in density between it and surrounding liquids. The first visual represents liquid #1, the most dense. This visual has many dots close together that show that its molecules are very close together and therefore it is thick and dense. The visual representing liquid #2 has fewer dots; visual #3 has even fewer dots, etc. Visual #5 has only a very few dots.

DENSITY VISUALS

Liquid #1 Liquid #5



As a follow-up activity, before dropping small objects into the glass, ask students to predict how far the object will fall. Try using a rubber band, paper clip, tooth pick, penny, etc.

Contributor: Cecilia Welborn
Smith Elementary School
Burlington City Schools
Burlington, NC

Classroom Activities Editor: Diane Fagin Adler

NEH Fellowships Awarded to Elementary Teachers

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 has announced the recipients of the 1993 summer fellowships. Among the 64 recipients are 9 elementary school teachers whose addresses and project topics are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program.

Beverly Aderholt, Holy Spirit Episcopal School, 12535 Perthshire, Houston, TX 77024 (713-468-5138). *Children's Literature for K-5 Spanish.*

Adelina Aramburo, Buena Vista Alternative School, 2641 25th St., San Francisco, CA 94110 (415-695-5875). *Rediscovering African Heritage in Latin America.*

Martha McClung, Canterbury School, 5601 Covington Rd., Ft. Wayne, IN 46808 (219-432-7776). *Senegal's Oral and Visual History.*

Mitsuyo Odom, St. Mark's School of Texas, 10600 Preston Rd., Dallas, TX 75230 (214-363-6491, ext. 187). *Storytelling in Japan.*

Lee Ann Parker, Buena Vista Alternative School, 2641 25th St., San Francisco, CA 94110 (415-695-5875). *The Crafts of Oaxaca.*

Celian Putnam, St. Peter's School, 319 Lombard St., Philadelphia, PA 19147 (215-925-3963). *Culture and Music in French Children's Songs.*

Christi Rentsch de Moraga, Marlborough Elementary School, 25 School Rd., Marlborough, CT 06447 (203-295-9551). *Writing "Big Books" in Chile.*

Claire Stracke, Davidson Fine Arts Magnet School, 114 Telfair St., Augusta, GA 30901 (706-823-6924). *The Role of the Guilds in Valencia.*

Veronica Wroblewski, Elliott Elementary School, 30800 Bennington, Westland, MI 48185 (313-595-2545). *Children's Literature and Culture in Belgium.*

It is not too early to begin to plan your project for the 1994 summer fellowships. Applications are due October 31, 1993. For information and an application form contact Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320 (203-439-2282).

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

SUMMER 1993 CONFERENCES

July 4-7: **American Association of Teachers of French Annual Meeting.** San Diego, CA. AATF, 57 E. Armory Ave., Champaign, IL 61820 (217-333-2842).

July 12-14: **Project SALTA Conference.** New York, NY. History and culture of Puerto Rico and the Dominican Republic including children's literature, art, and music. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

August 9-13: **American Association of Teachers of Spanish and Portuguese Annual Meeting.** Phoenix, AZ. AATSP, P. O. Box 6349, Mississippi State, MS 39762 (601-325-2041).

SUMMER 1993 COURSES AND WORKSHOPS

June 14-July 9: **Summer FLES Institute**. Iowa State University, Ames, IA. Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

June 14-July 9: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

June 21-25: **Immersion Education: An Overview.** Hamline University, St. Paul, MN. Presenters: Andrew Cohen, Helena Curtain, and Elaine Tarone. Hamline University, Graduate Continuing Studies, 1536 Hewitt Ave., St. Paul, MN 55104 (612-641-2008).

June 28-July 16: **Whole Language and the Teaching of Reading/ Writing Skills in a Second Language: Using Literary Texts to Integrate the Curriculum K-12.** Wake Forest University, Winston-Salem, NC. Mary Lynn Redmond and Guy Arcuri, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109 (919-759-5347).

July 13-18: **The National FLES Institute of U.M.B.C.** University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L., Baltimore, MD 21228 (301-231-0824).

July 15-28: **Teaching Foreign Languages to Young Students. A Summer Institute.** New York, NY. Mari Haas, Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

Conferences Editor: Susan Walker

Become a Contributing Editor for *FLES News*

FLES News is searching for a new contributing editors for German and for Spanish Resources and is creating a new contributing editor position, International Information. Brief descriptions of the duties for the available positions are as follows:

German Resources Editor and Spanish Resources Editor: Each editor submits a total of nine resource reviews per year, three for each issue, following the established format and carefully checking the accuracy and completeness of the information. *Applicants need to define a plan for obtaining resources.*

International Information Editor: Develop an awareness among newsletter readers of issues and challenges in teaching second languages to children in other countries. Solicit, edit, and submit articles and notes on international information. Provide relevant international information to other contributing editors; for example, provide information on international conferences to the conferences editor. *Applicants need to define a plan for obtaining information and identify possible topics to be addressed.*

Contributing editor appointments are made annually by the editor and are competitive positions. They may be renewed or reopened for competition each spring as determined by the editor upon consultation with each current contributing editor. All contributing editors are expected to:

- Meet the deadlines specified by the editor for submission of information.
- Submit complete and accurate information that they have checked for spelling and clarity.
- Verify that materials are in the publication format specified by the editor and are typed or legibly handwritten, and double-spaced.

To apply for one or more contributing editor positions, submit to the editor by June 15:

1. A brief curriculum vitae or resume including your name, home address and telephone; your title, school address, and telephone; your professional training and work experience
2. Include your summer address and telephone (if different from home)
3. State the position/s for which your are applying
4. Write a short paragraph explaining why you are interested in the contributing editor position/s
5. Comply with the request for information included in the position descriptions above.

Factors affecting the selection of contributing editors will include quality of the application and, where possible, geographic representation. New contributing editors will assume their positions for the fall issue of *FLES News*. Send applications to: Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-4046).

Effect of Music *from page 1*

meaning. That is, although meaningful information is memorized with greater success than less meaningful information, retention is even greater when more meaningful verbal information is learned with music. As has been pointed out in the second language research, meaning also occupies a significant role in the acquisition of a second language. Krashen has demonstrated that language acquisition results when the target language item is heavily laden with meaning. Given this, might the same interactive relationship between music and meaning prove beneficial for language acquisition as it has for rote memorization?

The purpose of this investigation was to determine:

1. Will music bring about language acquisition to the same extent as other more traditional nonmusical approaches (e.g., oral stories)?
2. Will illustrations improve vocabulary acquisition?
3. Is there a strong interactive relationship between the instructional medium (music/no music) and extralinguistic support (illustrations/ no illustrations)?

In this study, vocabulary acquisition was investigated under four conditions: (1) Music, (2) No Music, (3) Illustrations, (4) No Illustrations. This study was structured using a control group pretest-posttest design with matching and repeated measures, a variation of the randomized design (Isaac & Michael, 1989).

Method

Subjects participating in this study were 48 second grade Spanish-speaking limited-English-proficient students from two classrooms. All students were enrolled in an elementary school in the Los Angeles Unified School District during the 1990-91 academic year. The elementary school was located in a suburb of Los Angeles that was largely low-income and Hispanic.

Commercially produced audiocassettes with accompanying big book illustrations were used for this investigation. These materials contained a song and spoken version of *A Surprise for Benjamin Bear* by Nelson (1989). This story was selected because it conformed to a number of criteria. At its most basic level, the story used for this study had to be illustrated and have tape-recorded sung and spoken versions.

Additional criteria were also met. The story illustrations were large, colorful, and clearly illustrated key vocabulary and concepts in the story. The story had content and vocabulary appropriate for second grade children and contained at least 20 vocabulary words that would be unfamiliar to some of the children. The voices heard on the tapes were clear, comprehensible, and equally appealing. The tempo of the sung version did not prevent the comprehension of words. The lyrics of the sung and spoken versions were identical. The melody used in the sung version was simple, uncomplicated, and pleasing to the ear.

The testing instrument designed for this study was patterned after that used by Elley (1989) to measure the amount of vocabulary acquired from listening to oral stories. The instrument, used for both pretest and posttest, consisted of a 20-item multiple-choice paper and pencil test. Since the subjects were exposed to oral language, written words did not appear on the test. Instead, each test item consisted of a target word, which was orally presented by the investigator, and multiple-choice options consisting of four illustrations. The students heard a word presented orally three times by the investigator. Students were asked to circle the illustration, from among the four options, that they believed best matched this spoken word.

Procedure

Four equivalent groups were created by matching subjects on the basis of vocabulary pretest scores prior to administering treatments. Pretest scores belonging to all subjects were listed from lowest to highest. The experimenter divided this list into fourths, then randomly assigned the subjects associated with each fourth to one of four groups. When all students had been assigned to a group, the groups were then randomly assigned to one of the four treatment conditions.

The experimenter met with teachers and made classroom visitations to establish rapport with the children. Two days later the vocabulary pretest was administered, followed by a four-day treatment period, one and one-half weeks later. During the treatment period, tapes were played three consecutive times. At the end of this treatment period, the first posttest was administered, while the second vocabulary posttest was administered one and one-half weeks later.

All subjects were instructed to listen to the story, which was played on the audiocassette. The *Music* treatment group heard the story in its sung version while the *No Music* group heard the spoken rendition of the story (i.e., oral story). Subjects in the *Illustration* treatment groups were shown large, color illustrations of the story while listening to the tape-recording. The words that had been printed on each page of the storybook were covered with strips of paper. Subjects were able to derive the meaning of unfamiliar words from illustrations. Subjects in the *No Illustration* group were not shown illustrations; therefore, they extracted meaning from contextual information.

Analysis of Data

In order to determine the short-term and long-term effects of music and illustrations, vocabulary acquisition was measured prior to the treatment in the pretest and at two additional times: at the end of the four-day treatment period (posttest 1) and one and one-half weeks after the last treatment (posttest 2). Consequently, the amount of vocabulary acquired was determined by computing two vocabulary gain scores by comparing the pretest to posttest 1 and posttest 2. Two two-way analyses of variance (ANOVA) were performed, one for each set of gain scores. A level of statistical significance of .05 was set.

Results and Discussion

The analyses of variance revealed that the *Music* and *No Music* treatments produced comparable amounts of vocabulary acquisition. It follows then, that music does not adversely affect second language acquisition and, thus, that music is a viable vehicle for second lan ge acquisition. This finding is consistent with the statements that have been made regarding the efficacy of music for language acquisition (McCarthy, 1985; Jalongo & Bromley, 1984; Martin, 1983; Mitchell, 1983; Jolly, 1975). Consequently, results from this investigation have succeeded in providing empirical support for previously unsupported statements.

The *Illustration* and *No Illustration* treatments also did not produce statistically significant effects. The raw data, however, did reveal a pattern: *Illustration* treatment groups consistently produced higher levels of vocabulary acquisition than *No Illustration* groups, both in the short and long term. This general pattern favoring illustrated treatments was expected in light of the research on comprehensible input (Krashen, 1985) and picture illlustrations (Hudson, 1982; Omaggio, 1979; Mueller, 1980).

Although the interaction between music and illustration was not statistically significant, the raw data show that the combination of music and illustration consistently yielded the highest average

(Continued on page 8)

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amount of vocabulary gain. The positive effects produced by the combination of music and illustrations was predicted from the psychology literature. Several studies reported positive effects from the combination of music and meaning upon memory retention (Weener, 1971; Glazner, 1976; Shepard & Ascher, 1973).

Illustrations seem to boost the effects of music, yet, could additional extralinguistic support, beyond that supplied by illustrations, further maximize music? Both Cohen (1968) and Elley (1989) demonstrated that the addition of follow-up activities to illustrated oral story readings resulted in greater vocabulary acquisition. When Elley compared illustrated oral stories with and without vocabulary elaboration, vocabulary acquisition was highest when additional support was provided. Therefore, it is possible that vocabulary gain could be increased with multiple forms of extralinguistic support.

Implications

The findings of this study have definite curricular implications. If music is a viable vehicle for second language acquisition to the same extent as other nonmusical means, then songs can no longer be regarded as recreational devices, having little instructional value. Consequently, educators might consider giving music a more prominent role in the second language curriculum. This can easily be accomplished by increasing the frequency with which songs are used in the curriculum. Not only can children benefit from additional exposure to the second language, songs can provide the classroom teacher with an alternative means of promoting second language acquisition apart from non-musical means such as oral stories.

For further information about this study, contact Dr. Suzanne L. Medina, Assistant Professor of Education, California State University-Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747-0005 (310-516-3524).

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Oklahoma Needs Teachers

Putnam City Schools of Oklahoma City, Oklahoma, has openings for the 1993-1994 school year for full-time elementary school Spanish teachers. We are looking for teachers who have excellent proficiency in the language and who are at ease with teaching completely in Spanish. We prefer teachers with knowledge and/or experience in content-based teaching in the elementary setting. For further information please contact Peggy Boyles, Foreign Language Coordinator, Putnam City Schools, 5401 N.W. 40th, Oklahoma City, OK 73122 (405-495-5200, Ext. 223).

Whole Language *from page 4*

visual and target language without using English or overloading students in the target language. The crossword puzzle is a lot of fun for students and teachers, especially when the computer does the hard work!

Songs are a great way to teach a second language. Elementary school children can learn anything you can put to music. Just use a familiar melody or make up your own. By using short musical phrases and asking them to repeat after you, children can learn a new song quickly. We used the story text from our big book to create a song that simply told the story in another way. Fourth and fifth graders can use a printed song sheet and can read the words. Using the pictures in the story, the book can now be sung, adding a new dimension to the unit of study.

The Whole Language Approach is an effective tool in the FLES classroom. While teaching vocabulary outside of a meaningful context may only result in a list of words, Whole Language provides children with examples of meaningful and authentic language.

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Teaching Methods Editor: Mary Lynn Redmond

Network with Japanese Teachers

The Center for Improvement of Teaching Japanese Language and Culture in High School publishes a newsletter entitled, "Newsletter of the Japanese Language Teachers Network," four times each year. The December 1992 issue contains "A Special Message for Elementary School Teachers of Japanese," which describes the need for opportunities for networking among elementary school teachers of Japanese. To meet this need, the Center will begin two new initiatives. The Center will compile a list of elementary school teachers of Japanese, which will be made available to members of the Japanese Language Teachers Network and to those who request it. Once or twice a year the newsletter will publish an insert devoted to elementary school issues. The Center is currently seeking an associate editor for elementary school news who will collect and submit information items and articles. For more information contact Barbara Shenk, Japanese Language Teachers Network, University High School, 1212 West Springfield Ave.,

Children's Classroom Creations

Personen
weiß, schwarz
sehen, hören, denken
werden geboren
Säugetiere

Talibra Reed
Grade 5
Fairview German Bilingual School
Cincinnati, Ohio
Julie Benthaus, German Teacher

FLES News *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of children's work to the editor, Marcia Rosenbusch.*

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Dittmar, B. J., Borries-Kopp, M., & Rosenkind, M. (1991). *Spielstraße Deutsch*. Munich: Paul List Verlag List-Schroedel Schulbuchverlag. Available from: AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034 (609-795-5553); $15 for AATG members and $17.50 for nonmembers. Prices include postage and handling.

The Goethe Institute München commissioned talented elementary German teachers to write the *Spielstraße Deutsch* materials for the elementary school, grades three to five. The book offers 56 different activities to interest elementary school learners. Rich language and culture appropriate to the age level are experienced by the children through such activities as songs, tongue twisters, paper dolls and other craft activities, stories such as "Wolf and the Seven Goats" and "Dragon Land," a recipe for fruits and vegetables, verb domino, family pair work (interviews), an opposites puzzle, and vocabulary booklets for the students to make. Practice of German language structures is inherent in the lessons, making this one of the most well developed resources available. Each activity is accompanied by a beautiful page of color artwork in the student text. The activities are well explained in the *Lehrerhinweise* and are further supported through examples on the videotape for teachers and an audiocassette of the songs. All the materials are in German. *Spielstraße Deutsch* is a valuable addition to the teacher's supply of materials because it provides many effective teaching methods and can be used in so many ways at different stages of the learning process.

German Resources Editor: Pat Pillot

French

Lespes, C., & Ollier-Zimmerman, J. (1993). *Dinou et Dina. An introductory French course*. White Plains, NY: Longman. Available from Longman Publishing Group, 10 Bank St., White Plains, NY 10606-1951 (800-552-2259). Prices for schools are: student book and poster, $15.43; teacher's guide, $18.20; and audiocassette, $16.22. Prices do not include shipping and handling.

Dinou et Dina is an attractive language course for young students from about fourth to sixth grades. The course consists of a 96-page student book and student activity poster, a teacher's guide, and an audiocassette of the songs and poems in the program. The concept is appealing: Dinou and Dina are twin dinosaurs who guide the student from one activity to another. What I find particularly appealing about this product is that the material is presented simply and is nicely sequenced. The entire course can be completed in a year for younger children and six months for older students. The curriculum is standard for an elementary course (family, numbers, animals, foods) but a real effort has been made to refer to Francophone countries whenever possible. The activities are inventive and appropriate. Children are encouraged to work in pairs. The French taught is colloquial and up-to-date and special attention is paid to demystifying French spelling. Some basic notions of grammar are introduced, but the tone is light and the presentation is kept simple. The student book uses English to introduce activities. There is a thorough teacher's guide with suggestions about using TPR, content-based activities (arithmetic and geography), and communicative activities. The songs and poems on the audiocassette are sung by authentic French voices; many of the songs will be familiar to French teachers. This is an accessible course for children who can read; it is also simple enough to give teachers freedom to develop and expand on each topic.

French Resources Editor: Myriam Chapman

Spanish

Murphey, C. E. *¿Qué Arriesgamos?* The Latin American Project/SPICE, Institute for International Studies: Littlefield Center, Room 14, Stanford University, Stanford, CA 94305-5013 (800-578-1114). Text alone, $24.95; text and 24 slides, $39.95; poster, $2.00. Add 10% to the cost for shipping and handling.

This Spanish version of *What Have You Got to Lose?: New World Tropical Rainforest* is appropriate for the bilingual and Spanish immersion classroom, as well as for content-based foreign language instruction. Rainforest survival games, local and international problem-solving group simulations, a scientific experiment, and a guide to building a classroom rainforest are among the activities that introduce students to the complexity of the rainforest and the issues surrounding their development and preservation. In addition to the text (128 pp.), colorful slides, and a poster are available.

¿Qué Arriesgamos? is a well-organized, detailed resource guide that can be used with students in grades three through eight. It is appropriate for teaching social studies, environmental studies, and science.

Spanish Resources Editor: Barbara McDonald

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

MEMBERSHIP RENEWAL NOTICE

This is the last issue in your subscription of *FLES News* (*all subscriptions* run from September through May). Send in your check and the form below for a 1993–1994 membership in the National Network for Early Language Learning and for a subscription to *FLES News*. You may make copies of this order form for your colleagues. **Renew now so you won't forget!** You will not receive the fall issue unless you renew.

Membership Form (1993–1994)

FLES News, National Network for Early Language Learning (NNELL)

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Mail check (no purchase orders accepted) and this order form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Andrade Receives ACTFL Award

Carolyn Andrade, current president of the National Network for Early Language Learning, was honored by the American Council on the Teaching of Foreign Languages (ACTFL) as the recipient of the prestigious Florence Steiner Award for Leadership in Foreign Language Education K-12. The award was presented at the ACTFL annual meeting in Chicago, November 1992.

ACTFL notes that "to be acquainted with Carolyn Andrade is to be immediately aware of her dedication to excellence in the profession, first to students and then to teachers." Her contributions to the profession are well known locally, regionally, and nationally.

During her decade with Cincinnati Public Schools, Carolyn's commitment as supervisor of the Elementary School Foreign Language Programs inspired the teachers who work with some 5,000 students studying Arabic, Chinese, French, German, Japanese, Russian, and Spanish in kindergarten through grade eight. While earning her M.A. in linguistics and her M.Ed. in elementary education at Ohio University, she participated in the Bilingual/ Multicultural Education Project at East Elementary School in Athens, Ohio.

Early in her career, Carolyn taught in Guatemala at the Instituto Guatemalteco-Americano and the American School of Guatemala and later served as consultant to the Secretaría de Educación Pública, Departamento Técnico Pedagógico in Morelia, Mexico for three summers.

She has written a number of successful grants including a Foreign Language Assistance Act Grant for Arabic, Chinese, Japanese, and Russian in the Elementary School, an American Council for Teachers of Russian/Ford Foundation Program for Russian in the Schools, and a Sister Cities International US-USSR Youth Exchange Program Grant.

Carolyn is a frequent presenter at state, regional, and national conferences, a valued consultant, and author of articles describing language programs in elementary schools. She is the immediate past-president of the Ohio Foreign Language Association.

The National Network for Early Language Learning is indeed fortunate to have a person of the caliber of Carolyn Andrade as president. NNELL offers sincere congratulations to her for the honor she has received.

Marcia H. Rosenbusch, Editor
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